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ABSTRACT

An ongoing empirical study is being conducted of the professional socialization of Kentucky's state public administrators. The study proposes two measurable attitudinal latent traits: orientation to public service professionalism and political acuity. Relationships among independent, intervening, and dependent variables include education/training, agency culture, demographic attributes, and public service values. A sample of 3,000 Kentucky public managers (1,500 with and 1,500 without management training) received a six-page questionnaire; 1,497 usable responses were returned (a 49 percent response). Empirical findings suggest some positive associations between the professional socialization indicators and public service values. Training and age were found to affect reported levels of political acuity but not professionalism. Reported levels of political acuity affected attitudes toward the merit system and services to clients, whereas professionalism level influenced all four service value attitudes. The data suggest that, as political acuity increases, it tends to cause increases in professionalism, even though these traits were found to be statistically independent. (The report includes 49 tables, the questionnaire, an agenda of a management awareness workshop, a sample management newsletter, and a 331-item bibliography.) (KC)

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Kentucky State University

51st ASPA Meeting
April 7-11, 1990: Los Angeles

PROFESSIONAL SOCIALIZATION OF STATE PUBLIC ADMINISTRATORS IN KENTUCKY: An Empirical Study

By

Manindra K. Mohapatra, Professor of Public Administration
Bruce J. Rose, Assistant Professor of Public Administration
Don A. Woods, Associate Professor of Public Administration
John Bugbee, Consultant, Adjunct Faculty of Public Administration

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A research report prepared for the 51st Annual Conference of the American Society for Public Administration, April 7-11, 1990, Los Angeles, California. The survey data utilized in this paper were collected by a National Science Foundation supported research project (NSF Grant No. RII 87040-15) awarded to the School of Public Affairs, Kentucky State University. Any opinions, findings, conclusions or recommendations expressed in this paper are those of the authors and do not necessarily reflect the views of the National Science Foundation of Kentucky State University.

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FOREWORD

This research report has been prepared for dissemination of some preliminary findings from an ongoing research in the School of Public Affairs at Kentucky State University.

It has been supported by a three year grant (1987-1990) from the National Science Foundation (NSF Grant No. RII 87040-15) awarded to the School of Public Affairs at Kentucky State University. Any opinions, findings, conclusions or recommendations expressed in this paper are those of the authors and do not necessarily reflect the views of the National Science Foundation or Kentucky State University.

We look forward to necessary critiques and suggestions from scholars of public administration concerning the analyses presented in this document.

The computerized data set generated by this study may be obtained for additional analyses by interested social scientists through the Inter-University Consortium for Political and Social Research (ICPSR), University of Michigan, Ann Arbor, after July 31, 1990. We are in the process of submitting this data set to ICPSR for distribution this summer.

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April 7, 1990.

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ABSTRACT

PROFESSIONAL SOCIALIZATION OF STATE ADMINISTRATORS IN KENTUCKY: An Empirical Study

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SCHOOL OF PUBLIC AFFAIRS
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This is a working paper on an ongoing empirical study at Kentucky State University, supported by a National Science Foundation (NSF) grant (1987-1990) of professional socialization of state public administrators in Kentucky. It operationalizes professional socialization empirically by proposing two measurable attitudinal latent traits: (1) orientations to public service professionalism and (2) political acuity.

A sample of program trainees in the Governmental Services Center at Kentucky State University (GSC), a state government operated training agency, and a control group of administrators without comparable training were surveyed. This research examines the development of two attitudinal indicators among the two groups of state administrators ($N = 1,471$).

The study also examines the impact of these two attitudinal traits upon selected public service values of these administrators. These empirical findings suggest some positive associations between the professional socialization indicators and public service values. The analysis continues. A book-length monograph incorporating findings of this study will be available this summer.

This data set will be also available for analysis to other scholars from the ICPSR data bank at the University of Michigan, later this year.

I

STATUS OF RESEARCH ON PROFESSIONAL SOCIALIZATION

The central conceptual concern of this research is "professional socialization of state administrators." Professional socialization is a complex process through which professionals in different fields gain specialized knowledge relevant to their profession; become cognizant of the ethical norms related to their day-to-day organizational behavior; and develop an identification with an occupational peer group (Blankenship, 1977).

Professionalism Across Occupations

The inter-disciplinary field of study, "professional socialization," has attracted the attention of researchers from sociology, psychology, political science, education, social work, planning, among others. Some of these researchers have delved into the conceptualization of professionalism from theoretical perspectives (Blankenship, 1977; Becker, 1956; Carr-Sunders, 1983; Cleveland, 1985; Derber, 1982; Forsyth, 1985; Greenwood, 1957; Henry, 1967; Jamous, 1970; Moore, 1970; Mosher, 1977; Pandey, 1985; Rosenbloom, 1983; Schein, 1972; Wilensky, 1964; and Golembiewski, 1983). These theoretical and conceptual works have studied the evolution of professions and professionalism in human society and its implications (see Table 1, next page).

Some researchers have studied professional socialization in the context of specific professions analyzing a considerable number of professions. It seems pertinent to cite a few of these studies. Early studies of professional growth included medical students (Becker, 1957) and law students (Lortie, 1959). Medical school and law school were analyzed as the agents of professional socialization of students who spend several years of professional study. Using a single educational institution as the database, Khelif, (1975) analyzed the professional socialization of school superintendents who pursued doctoral studies in a school of education. Perrucci (1969) analyzed professional socialization of engineers with a specific focus on their lack of a community. Varney (1985) studied the evolution of organizational consultants as a new type of professional. Dingwell and associates (1983), in a comparative perspective, analyzed professional socialization patterns of lawyers and doctors. Scientific curiosity about the process of professional socialization has attracted the attention of a number of other social scientists. (Greenwood, 1957; Moore, 1969; Petrrucci, 1969; Jackson, 1970; Roth, 1974; Blankenship, 1977; Forsyth, 1985).

Most recognized professions tend to demonstrate characteristics listed under three broad categories:

1. Institutional Dimensions
2. Self Perception/Attitudinal Dimensions
3. Public Perception Dimensions

All professions in America and perhaps in other societies, tend to exhibit characteristics of these three types. Public administrators can be examined or measured along the three dimensions shown above. Table 1 suggests one way of recognizing these attributes as they relate to public administration as a profession.

Public Administrators' Professionalism

In most public management settings an administrator does not need to have a specific degree or courses in the field of public administration in to be recruited as a professional public administrator. Membership in a professional organization of public administration is not mandatory for a person wanting to serve as a public administrator. A practicing public administrator does not need to be cognizant of the existence of formal professional ethical conduct codes for public administrators such as the American Society for Public

Table 1

GENERAL CHARACTERISTICS OF PROFESSIONALISM*

I. Institutional Dimensions

- Organizations/Associations of professionals with criteria for membership
- Schools with professional certification of role upon completion of professional socialization
- A specialized body of knowledge based on continuing research
- Provision for continuing education of professionals
- Recognition of outstanding professionals by peers
- Sanction system for deviants
- A formal ethical code of conduct with self-regulation system
- Organized response to protect individual members in their professional role behavior

II. Self Perceptions/Attitudinal Dimensions

- Definitive role perceptions as a professional
- High regard for professional peers as a reference group
- Participation in professional organization
- Commitment to continuing education in new specialized knowledge
- Observation of ethical code

III. Public Perceptions Dimensions

- Prestige in relation to mass public
- Recognition of professional service as a significant contribution to public
- Recognition of professional as a specialist with specialized knowledge

*Developed on the basis of the works of (Greenwood, 1957), (Becker, 1959), (Lortie, 1959), (Denhardt, 1973), (Blankenship, 1977), (Edson, 1988), (Hall, 1972), (Johnson, 1988), (Khelif, 1975).

Administrators (ASPA) ethical code. Presently, many of these conventional attributes of American public administration professionals are undergoing change. The number of graduate degree holders in public administration has increased and organizations of public administration have increased membership and activities (Mosher 1977; Danziger, 1979; Kline, 1981; Yeager, 1982; Nalbandian, 1983; Thai, 1983; Lewis, 1987). We may proceed to derive certain commonalities about the characteristics of professionals. A review of social science literature suggests the possibility of identifying some characteristics of professionalism in general. Table 2 (page 3), Characteristics of Public Administration Professionalism, suggests a three-fold classification of the characteristics of professions.

Table 2

CHARACTERISTICS OF PUBLIC ADMINISTRATION PROFESSIONALISM

I. Institutional Dimensions

- Existence of an organization of public administrators (Pugh, 1989)
- Existence of schools of public administration and in-house agencies for the professional socialization of administrators (Pugh, 1989)
- Recognition of "public administration" as a body of scientific knowledge (Pugh, 1989)
- Existence of ethical codes by the organization of public administrators (Pugh, 1989)

II. Self-Perceptions/Attitudinal Dimensions

- Some empirical evidence of the role perception of public administration as professionals (Frendreis, 1988; Loveridge, 1971)
- Involvement of some public administrators with professional associates, continuing education and sharing of ethical codes (Pugh, 1989)

III. Public Perception Dimensions

- Some empirical evidence of positive public image of public administration as a profession. (Jennings, 1966)

Research on Professionalism Of Public Administrators

Professionalism among public administrators has also been studied by several social scientists using empirical data, focusing on professionalism among different types of public administrators. These studies have included probation officers (Albrecht, 1979); public works professionals (Babcock, 1980); scientists in NASA (Bayton, 1972); elite administrators in India (Bhambri, 1972); state administrators (Wright, 1965); foreign service officers (Calkin, 1978 and Powlick, 1985); welfare administrators (Cashman, 1978); mental health executives (Delgado, 1985); congressional aides (Edson, 1988); city managers (Loveridge, 1971); personnel directors (Fottler, 1979 and Plake, 1987); urban black managers (Henderson, 1979 and Howard, 1975); senior executives in Canada (Johnson, 1972); police officers (Keil, 1978, Mecum, 1979 and Price, 1976); scientists in government agencies (Lambright, 1978); presidential management interns (Newcomer, 1989) and public prosecutors (Winfree, 1984).

Professor Wright and associates (1977) studied professionalism among state administrators in fifty states. They observed evidence that suggested a trend toward the recruitment of college educated agency heads. Nevertheless, the proportion of individual administrators with formal MPA degrees was found to be rather small (3-5%), but a rise in the proportion of state administrators with in-house/informal training in public administration was noticed by these researchers (from 14% in 1964 to 45% in 1974). Fottler and Norrell (1979) studied professionalism among state government personnel directors. They found a higher degree of professionalism among this group of directors and noted that the environments of state agencies influenced professionalism. Podell and Miller (1974) used a

survey of administrators in New York City's Department of Social Services to identify their level of involvement in professional activities (membership in professional organizations and reading of journals). It was observed that these administrators were detached professionals in the agencies who were uncommitted to professionalism. Lorenz and associates (1984) studied the orientation toward professional certification through a national survey of 851 rehabilitation administrators. This group, as a whole, was found to be ambivalent toward certification of administrators. Sauser and Smith (1983) studied professionalism, using empirical methods, among Alabama county administrators. It resulted in the identification of five underlying dimensions of professionalism. These are: need for special skills, value of experience, administrative duties, freedom from political constraints, and professional identification.

Dailey (1983) studied commitment toward public service professionalism among state executives and legislators. He found general support for commitment among the survey respondents, although some reservation was noted about professionalism of administrators. Barbara Price's analysis of professionalism among police administrators (1976) found ambivalence toward professionalism among survey respondents. Fears about professionalism centered around a perceived conflict between professionalism and organizational operation. Nalbandian and Edwards (1983) studied professional values of public administrators in a comparative perspective (business administrators, lawyers and social workers). A factor analysis of the Professional Value Scale revealed significant differences between the members of four groups. Heinemann and associates (1986) studied the desire for involvement in professional organizations among 87 state rehabilitation administrators. They identified a series of variables that explained commitment toward professional involvement. William Pearson and Lyttleton Sanders (1981) studied the orientation of state administrators toward authoritative values in seven states. They concluded that the state executives surveyed had an attitudinal orientation supportive of authoritarian values. This study suggested that public safety agency administrators tended to have more authoritarian values. Older and senior administrators also tended to show more authoritarian values.

Professors Aberback and Rochman (1973) studied the values of federal executives in relation to citizen participation in administration. Although their conclusion was that federal executives tend to believe that greater citizen involvement with government is desirable, they found a sizable minority of administrators who had reservations about such involvement. Professor Hopkins (1980) studied subjective discrimination among the state employees in five states. This study suggests pervasiveness of a "perception of subjective discrimination" among women, older and minority employees. Among explanatory considerations associated with this perception were job environment related variables.

Professor Sparado (1973) studied the role perceptions of bureaucrats and politicians in three American states and found significant variations between Minnesota and South Carolina with respect to disagreement in role perceptions. He attempted to explain these variations in terms of the nature of the civil service systems. Sherri H. Sheinfeld and Thomas Weinch (1981) studied service delivery in a community mental health center and observed the emergence of an administrative ideology in this human service organization as a consequence of selection or acculturation. The various components of this administrative ideology were tolerant professionalism, community service and pressure to increase client services. They also found ideological diversity among the five different units of the organization. In a study of providers of university public service, they observed tension between maintaining academic credibility and user acceptance. The university culture tended to emphasize advancing knowledge rather than present utility or popular acceptance. In a study of personnel directors in the fifty states, Professor Klinger (1988) analyzed the orientation of respondents toward the social equity goal of administrators. A majority were found to be supportive of this goal. In Perry's fifty state study (1980) of personnel selection specialists, data were obtained about the

training needs of these highly specialized personnel administrators. Among other things, most frequently cited deficiencies included analysis and interpretation of data.

Putt and Springer's study (1980) of public service educators found professionals who emphasized the value of "self-direction" and "self-control" as fundamental. Murray's survey of public administration (1976) identified writing and oral communication as the main skill deficiencies of young professionals in public management. Professor Golembiewski (1983) saw the danger of protectionism-related consequences of public service professionalism. Professor Guy (1985) concluded that professionals mesh their goals with those of the organization and that a stable departmental structure served as a melting pot for professionals across disciplines. Fisher and Ludgin (1982) raised a question about the compatibility between public service professionalism and political activity of theseprofessionals within their employing jurisdictions. Sauser and Smith (1983) attempted to empirically define public sector professionalism and have identified five underlying dimensions of public sector professionalism--special skills, expertise, administrative duties, freedom from political interference and professional idealism.

Methodological Concerns in Studying Public Service Professionalism

Survey research techniques have been used by social scientists for several administration studies. Political science researchers have studied the background attributes, attitudes and behaviors of state administrators from different conceptual perspectives. Herein are summarized selected, salient studies that have appeared in the scholarly literature in the last two decades.

One of the earlier empirical studies of American state administrators was completed in the late sixties by Professor Deil Wright who utilized a national sample to study the background profile of state administrators in fifty states. This study collected the fifty-state data on top executives in 1964 (N = 925), 1968 (N = 718), 1974 (N = 744) and 1978 (N = 1,393). (Wright, 1965, 1977 and 1978). The empirical data presented in this study suggested a number of generalizations about social attributes of state administrators. Some follow-up studies by Professor Wright and his associates also attempted the analysis of state administrators. (Wright, 1977 and Freeman, 1989) These researchers' findings provide an interesting perspective for analyzing the extent to which the collective portrait of state administrators in the United States reflects the ideal type construct of representative bureaucracy suggested in the work of other researchers (Sheriff, 1974; Krislov, 1974)

There are a few political scientists who have analyzed state administrators using a fifty-states focus. Organizational mobility among state administrators has been analyzed as the basis of a fifty-states survey data by Pearson (1987). Professor Samuel Yeager also utilized fifty-states survey data with a small response rate (351) to analyze the orientation of state administrators' socialization systems in the American states (Yeager, 1984). Another high response (70%) survey data-based study of state administrators was completed by Professor Abney, who examined the role of key state administrators and their managerial styles in relation to the outside world (Abney, 1982). Professor Cheryl Miller also studied state administrators in fifty states with a conceptual focus on "Perception of influence matrix of agency policy decisions" (Miller, 1987).

Aside from these national studies based on sample survey data, a number of political scientists have also analyzed state administrators with a much smaller data base. Professor John Rehfus analyzed the representation of minorities and women among members of California career service (Rehfus, 1986). Professor Lovrich conducted a quasi-experimental study to analyze attitudes of state administrators in Washington state toward a new appraisal system (Lovrich, 1981). Professor Duncombe studied the orientation of state budget administrators using both question and personal interview data. Dr. Kamala Bremer studied the strategies of women administrators in Oregon that were supportive of their professional

Table 3
RESPONSE RATES IN SELECTED SURVEY RESEARCH OF STATE ADMINISTRATORS

Researcher	Nature of Study	Sample Size and Response Rate
1. Gryski (1983)	Job satisfaction among state officials in Georgia	(N = 1,100) 43%
2. Wright (1965, 1977, 1982) and Associates	Background characteristics of state officials in fifty states	1965 (N = 718) **% 1974 (N = 2,822) **% 1978 (N = 1,393) **%
3. Hall (1977)	Budgetary behavior of the state administrators in Delaware	(N = 85) 60%
4. Kinzlaer (1980)	Backgroud Charactaristics of New Jersey State Administrators	(N = 220) 60%
5. Pearson (1981)	Values of state executives in seven states	(N = 1,000) 67%
6. Sylvia (1986)	Career plateauing among state administrators in Oklahoma	(N = 300) 20%
7. Abney (1982)	External relations role of key administrators in fifty states	(N = 300) 20%
8. Yeager (1985)	Administrators' orientations toward a state ombudsman system in fifty states	(N = ***) 35%

mobility in public finance (Bremer, 1988). Professor Yeager's earlier study has analyzed the professionalism among the state administrators (Yeager, 1985). The scholarly works of the other researchers who have used survey data on state administrators in one or more states are many (Botner, 1974; Grupp, 1975; Hall, 1977; Meyer, 1979; Beck, 1980; Abney, 1981; Decotis, 1981; Rose, 1981; Freeman, 1984; Yeager, 1985; Sylvia, 1986; Soden, 1988 and Abney, 1988).

All these studies differ from one another in their conceptual focuses but all researchers have utilized survey research methodologies (mail survey, personal interview, telephone interview, etc.). In the last twenty years these studies have documented the feasibility of conducting theoretically significant, political science research about state administrators in the United States.

The relative variations found in survey research response rates of state administrators in selected studies deserve some consideration (see Table 3, above). A few researchers have never specifically reported their response rates which are influenced by a wider range of factors including topic of survey, length of questions, number of follow-ups, prestige of the

survey sponsor and other factors discussed by the methodologists (Dillman, 1978). Some researchers have obtained as high as 70% response from administrators in the fifty states (Abney, 1982) and one researcher has reported an only 20% response rate (Sylvia, 1986). Researchers have argued that low response rate may be attributable to state administrators frequent reception of questionnaires for research purposes. Nevertheless, survey research appears to be an appropriate methodological option in analyzing the background attributes, values and job-related issues involving state administrators.

II

CONCEPTUAL FRAMEWORK OF PROPOSED RESEARCH

The comprehensive review of scientific literature on the orientations of professionals in different fields summarized in the previous section suggests that there are many commonalities and variations in the professional socialization processes that ultimately influence orientations toward professionalism. This review directs a need to posit an appropriate conceptual framework for this study. The empirical work currently being done at Kentucky State University using Kentucky state administrators has lent credence to this conceptual framework. A fundamental assumption of this conceptual framework is that the existing theoretical foundations in the field of professional socialization are inadequate to study the professional orientations of state agency administrators. The conceptual framework proposed herein accommodates the diversity of management training and the elements of state administrative cultures which are crucial to the understanding of state administrators' orientation toward professionalism. Figure 1 (page 8) provides a graphic representation of the conceptual framework of this study.

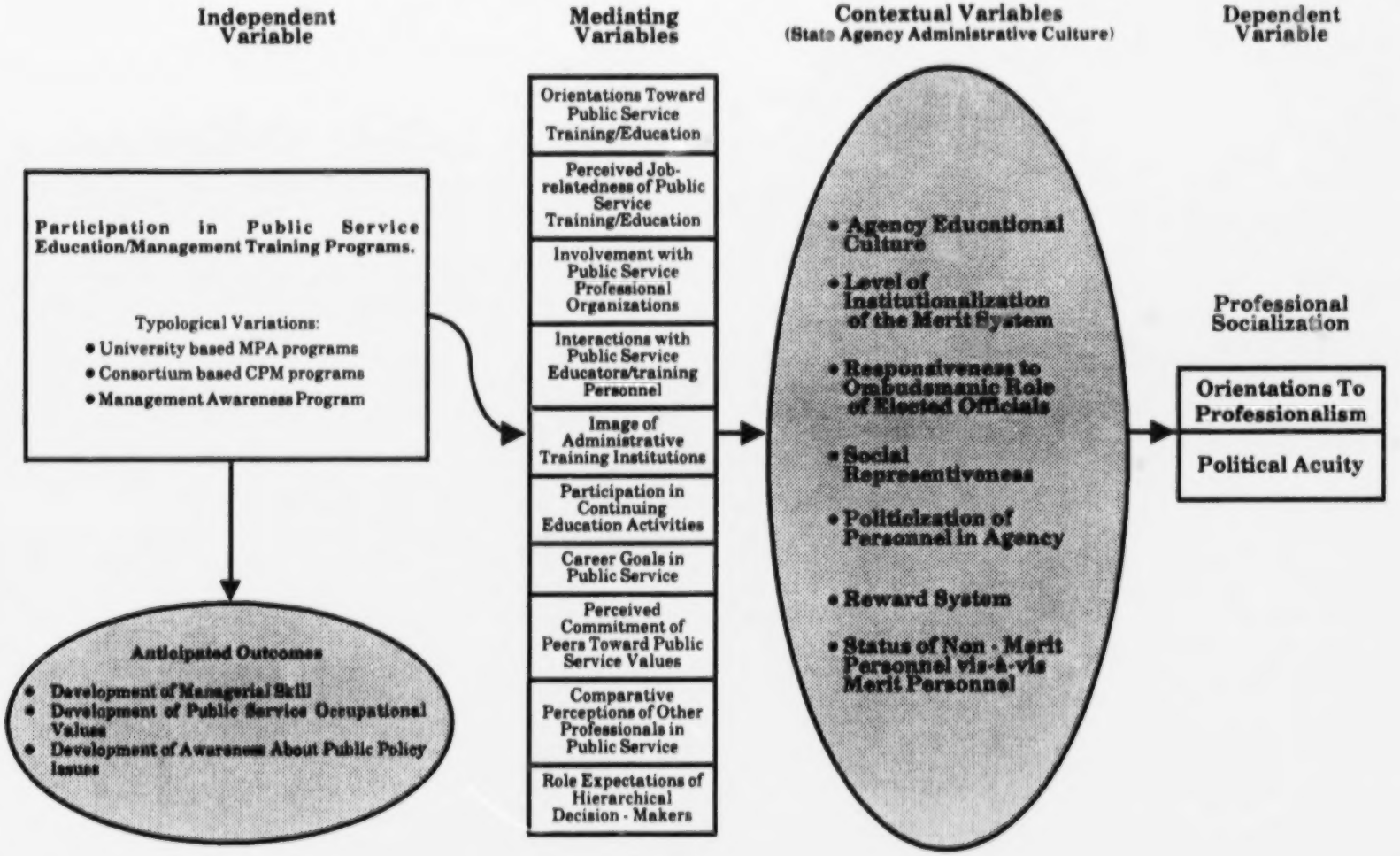
The model emphasizes the participation of state administrators in management training/education programs as a major contributing factor toward public service professionalism among the state administrators. Despite the diversity of the nature of the training participation (e.g., in-house, CPM, collaborative MPA, loosely structured Chautauqua format, etc.) the present research considers this training/education to be important. Pre-entry education and anticipatory socialization toward public service have been considered as antecedent variables.

Secondly, the model recognizes the influence of "state agency administrative culture" (a new concept proposed herein to understand and measure variations in the administrative system of state agencies) as a mediating variable influencing relationships between education/training and professionalism. The measurable elements of this proposed state administrative culture have been suggested in the model.

Finally, the model proposes two composite measures to represent variations in the professional socialization construct of state administrators toward public service professionalism: first, orientations to professionalism and second, political acuity. A later section of this paper demonstrates the process through which empirical determinations of these composite measures of professional socialization were developed.

We posit these two indicators, or latent traits, of professional socialization to be crucial to the understanding of public administrators' socialization as professionals. The first emphasizes commitment to public service as a career with certain attributes that make them professional. The second indicator which we have labeled as political acuity suggests the need to understand the political nature of public administration. In other words, professional socialization ought to lead public service professionals to an understanding of the political milieu in which they are expected to perform as an administrator. Since this level of understanding is likely to vary, "political acuity" would permit a measure of these variations at the individual level.

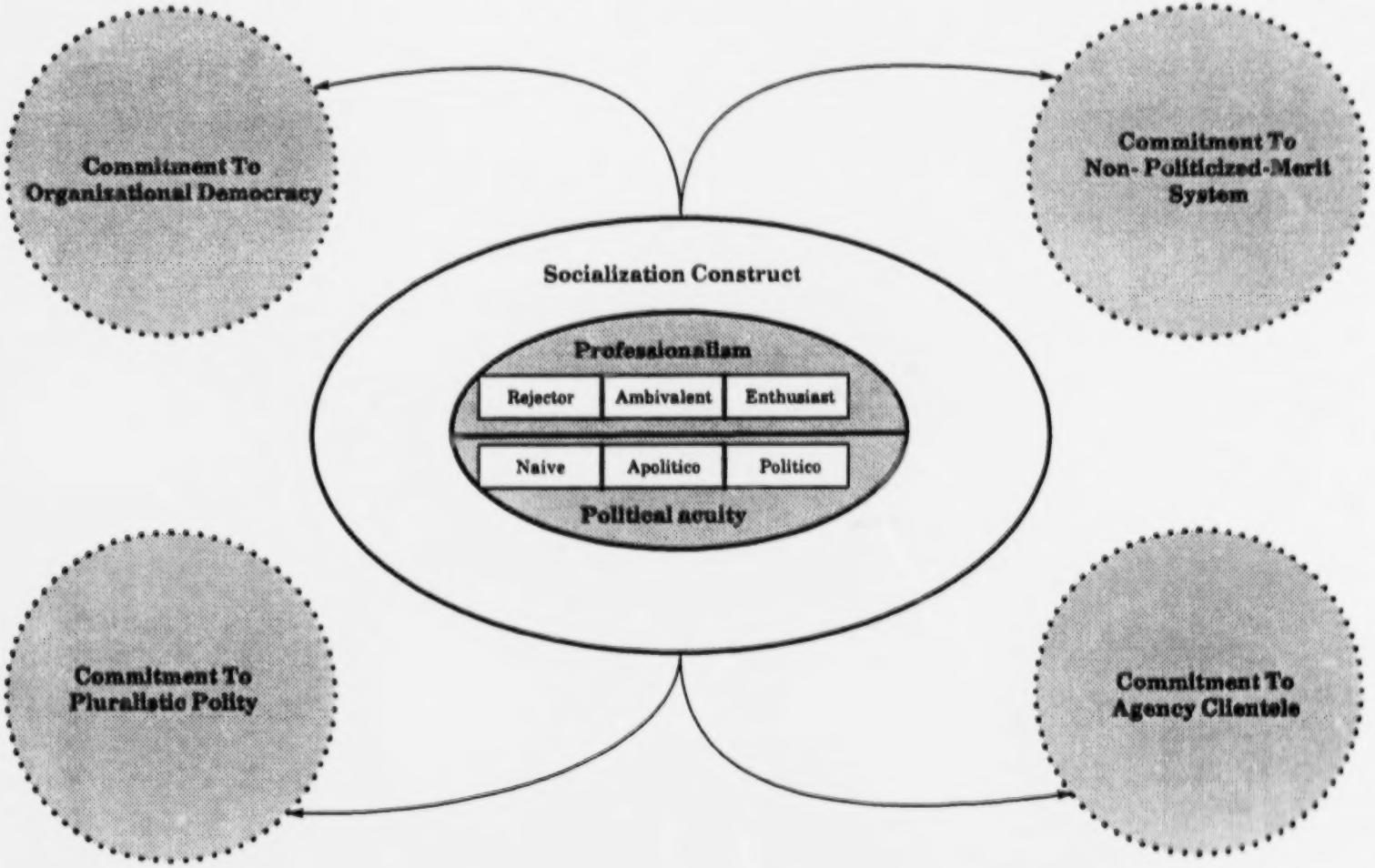
Figure 1 **Kentucky State Administrators' Orientations Toward Public Service Professionalism and Political Acuity: A Conceptualization of Research Variables**


Independent Variable
Mediating Variables
Contextual Variables
(State Agency Administrative Culture)
Dependent Variable
Participation in Public Service Education/Management Training Programs.
Typological Variations:
• University based MPA programs
• Consortium based CPM programs
• Management Awareness Program
Anticipated Outcomes
• Development of Managerial Skill
• Development of Public Service Occupational Values
• Development of Awareness About Public Policy Issues
Orientations Toward Public Service Training/Education
Perceived Job-relatedness of Public Service Training/Education
Involvement with Public Service Professional Organizations
Interactions with Public Service Educators/training Personnel
Image of Administrative Training Institutions
Participation in Continuing Education Activities
Career Goals in Public Service
Perceived Commitment of Peers Toward Public Service Values
Comparative Perceptions of Other Professionals in Public Service
Role Expectations of Hierarchical Decision - Makers
• Agency Educational Culture
• Level of Institutionalization of the Merit System
• Responsiveness to Ombudsmanic Role of Elected Officials
• Social Representiveness
• Politicization of Personnel in Agency
• Reward System
• Status of Non - Merit Personnel vis-à-vis Merit Personnel
Professional Socialization
Orientations To Professionalism
Political Acuity

17

18

Figure 2 **A Model Showing Influence of Professional Socialization Upon Selected Public Service Values of Kentucky State Administrators**



III

THE RESEARCH SETTING: THE EXECUTIVE BRANCH OF STATE GOVERNMENT

This section provides some general description of the administrative setting of the Commonwealth of Kentucky where this study was conducted. Figure 3 (page 11) shows the structure of state government in which approximately 6,000 people work as public managers. Some political scientists have provided both descriptive and analytical perspectives about politics and public administration in Kentucky. (Goldstein, 1984; Mohapatra and Graves, 1987) We provide some contextual data to describe the demographic contours of public administration in Kentucky. Recent data suggest that there are 52% women and 7% minorities (non-whites) in the general population of Kentucky. Among public officials at least one woman had served as the Lieutenant Governor and Governor of Kentucky. No minorities have ever attained either of these official positions. Black minorities play a minimal role in the political system of Kentucky (Osborne and Graves, 1984). In the State House of Representatives of Kentucky there is one woman and there are no minorities. The 38 member Senate has one woman and one black person. The tabular presentations in Tables 3 and 4 (page 12) provide some current information about the distribution of minorities and women among other public officials in Kentucky. Women constitute 47.8% and non-whites 7.8%, of the entire work force. But the inter-categorical variations are rather wide. For example, among service workers there are about 17% non-whites, and women constitute 91% of clerical and office workers. Whites constitute 97% of officials and males are about 70% in this job category. These demographic attributes have been reflected in the action plan of state government which has set statewide projected goals of having 7% non-white and 52% women among its employees in all job categories.

An in-service, managerial training program for public managers is rather new in the Commonwealth of Kentucky (Childress and Bugbee, 1986). All public managers in Kentucky are expected to complete this program. The format and curriculum contents of this program have undergone some change. Some in-service public managers also pursue management training programs through the university systems of the state. Six state universities currently offer programs leading to a MPA degree (or some variation) and provide late afternoon, evening and weekend classes to attract in-service state, local, and federal employees. All these programs are modeled along the *National Association of the Schools of Public Affairs and Administration* guidelines.

In general, state employees in Kentucky may be divided into two categories: merit personnel and non-merit personnel. The recruitment procedure for merit personnel is regulated by the civil service system. In a system based on standardized tests scores, candidates for merit positions are ranked according to their score by the state department of personnel. Individuals ranking in the top five scores for the position are eligible to be interviewed and appointed. Non-merit personnel are appointed by the governor, constitutional agency commissioners and cabinet secretaries. Salaries of Kentucky merit employees are structured, while salaries of non-merit employees are unstructured.

Figure 3 **Organization Chart of the Commonwealth of Kentucky Executive Branch**

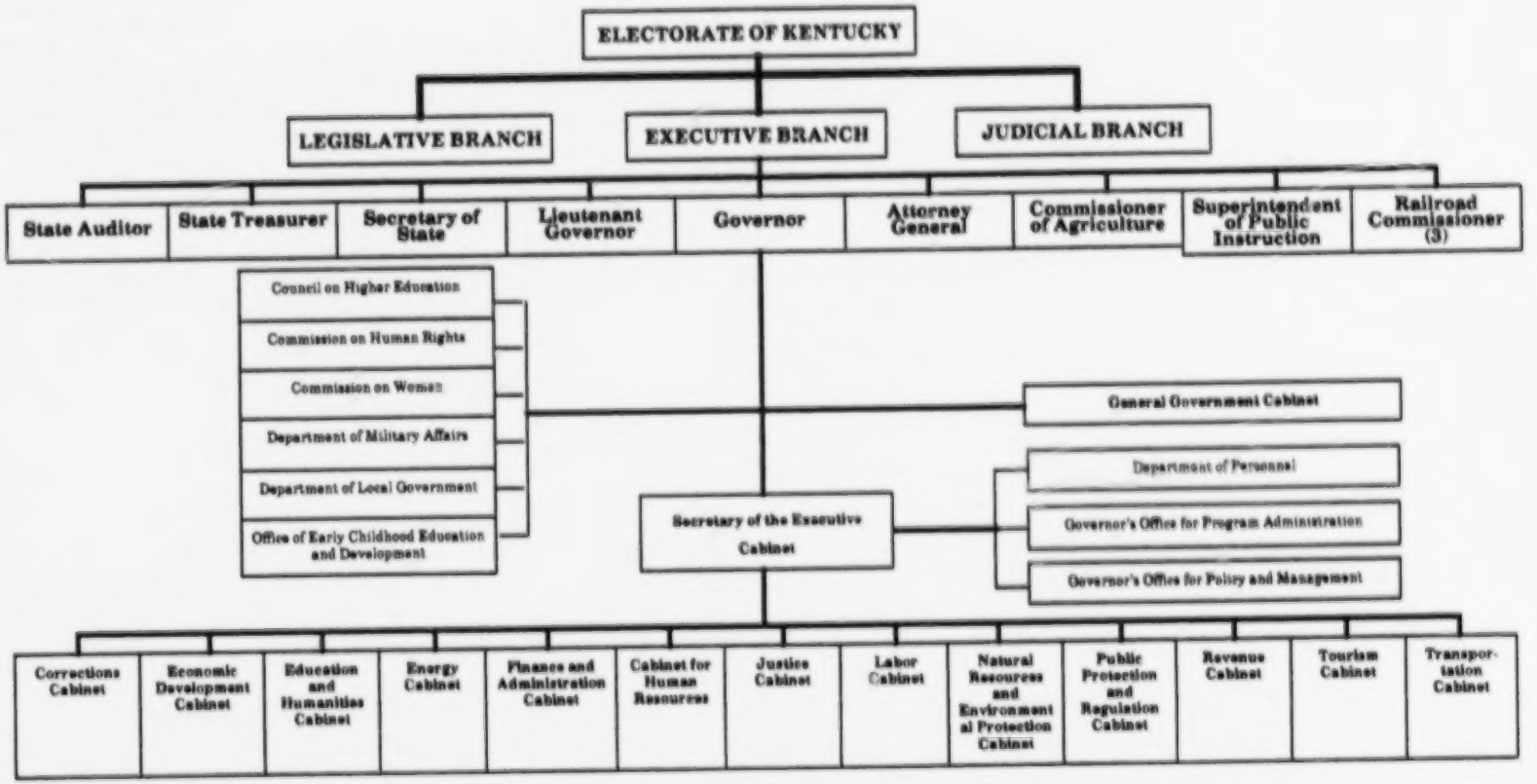


Table 4 Representation of Women
Among the State Employee Work Force in Kentucky
(as of June 30, 1988)

	All Employees N=36687	Officials N=2236	Profes. N=13368	Technicians N=2181	Protective Services N=2622	Para-Profes. N=2172	Office/ Clerical N=5643	Skilled Crafts N=2644	Service N=5821
Gender									
	52.20%	70.40%	48.64%	60.57%	89.52%	46.23%	8.19%	96.11%	58.67%
Male	(19165)	(1574)	(6501)	(1321)	(2347)	(1004)	(462)	(2541)	(3415)
	47.80%	29.60%	51.36%	39.43%	10.48%	53.77%	91.81%	3.89%	41.33%
Female	(17522)	(662)	(6867)	(860)	(275)	(1168)	(5181)	(103)	(2406)
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Source: Computed from statistical tables attached to Commissioner Thomas Greenwell's memorandum to Governor Wallace Wilkinson on "Status of Affirmative Action Plan" dated September 15, 1988.

Table 5
Representation of Non-whites
Among the State Employees in Kentucky
(as of June 30, 1988)

	JOB CATEGORIES								
	All Employees N=36687	Officials N=2236	Profes. N=13368	Technicians N=2181	Protective Services N=2622	Para-Profes. N=2172	Office/ Clerical N=5643	Skilled Crafts N=2644	Service N=5821
Ethnicity									
	92.20%	97.01%	94.85%	94.23%	94.32%	89.59%	92.72%	93.84%	83.26%
White	(33834)	(2169)	(12679)	(2055)	(2473)	(1899)	(5232)	(2481)	(4846)
Non-	7.80%	2.99%	5.15%	5.77%	5.681%	10.41%	7.28%	6.16%	16.74%
White	(2853)	(67)	(689)	(126)	(149)	(273)	(411)	(163)	(975)
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Source: Computed from statistical tables attached to Commissioner Thomas Greenwell's memorandum to Governor Wallace Wilkinson on "Status of Affirmative Action Plan" dated September 15, 1988.

IV

RESEARCH OBJECTIVE AND DATA SOURCES

The conceptual framework outlined above suggests the formulation of specific hypotheses to empirically test the relationships proposed among independent, intervening and dependent variables. The following five hypotheses are proposed.

- H_1. Public service education/training/professional involvement influence the level of professional socialization of state administrators.
- H_2. Agency administrative cultural variables are mediating variables influencing the professional socialization of state administrators.
- H_3. The demographic attributes of state administrators do not significantly influence the professional socialization of state administrators.
- H_4 Higher level political acuity among state administrators positively correlates with their commitment to four public service values: *organizational democracy, pulralistic polity, a politicized merit-system and service to clientele.*
- H_5 Higher level commitment to public service professionalism among state administrators positively correlates with their commitment to four public service values: *organizational democracy, pulralistic polity, politicized merit-system and service to clientele.*

The primary data source for this paper is a National Science Foundation supported survey research at Kentucky State University (KSU). The School of Public Affairs at KSU is involved in a collaborative research project with the Governmental Services Center of the Commonwealth of Kentucky. The Governmental Services Center (GSC) is the training arm of the Kentucky State government. Its mission is to offer, authorize, and sustain employee training in management, skills, general and computer areas. It also supports a long-term management development program in the form of the Kentucky Career Manager plan (Childress and Bugbee, 1986). The participants of a 37 hour managerial training program, which a segment of the responders to the present study attended, is entitled Management Awareness and is offered by the GSC on a regular basis. A random sample of 1,500 trained managers and a control group sample of 1,500 untrained managers were surveyed by this research effort. The primary purpose of this comprehensive survey of state administrators is to assess their training needs and to identify the evaluative orientation of administrators who have completed the managerial training since 1981.

The survey instrument used in this study was designed as a mail survey questionnaire. It is a 38 item, comprehensive questionnaire with both closed-ended and open-ended items. One page of this questionnaire (page 3) was color-coded since it was designed only for those respondents who had completed the management awareness training program. The color coded section had eight questions. All other items were designed for both the trained and untrained managers. Request for demographic data was minimal to avoid obtrusive inquiries into personal background information.

A three-wave mail survey resulted in 1,467 responses. This paper is based on that data. Although all responses have yet to be tabulated, some general observations about the response behavior of these state administrators may be significant. For example, 10 persons who had completed the survey questionnaire had erased the mail-code numbers assigned to the questionnaire on the return envelope. In general, trained managers had a higher rate of response than untrained managers. Further, as of this date, 10 persons have written separate letters requesting a copy of the survey results.

The primary focus of the study, that has provided the data base for the analyses presented in this paper, is the professional socialization of public managers in Kentucky. The term

public managers in the Kentucky state government system includes about 6,000 employees in the executive branch of government who have a supervisory function. Management employees of the legislative branch and that of the judicial branch were excluded from the scope of this study.

At the time of the study there were about 6,000 public managers in the executive branch of state government. One of the concerns of this study was to examine the attitudes and perceptions of public managers who had completed a Management Awareness Training Program offered in the Governmental Services Center. Given this special focus, a matching sample of managers who had completed the training program and a sample of other managers who had not completed the program were selected by a computer-generated randomized process.

Table 6 (below) is indicative of the survey response pattern. Of the random sample of public managers who had not completed Management Awareness training, 653 responded to the survey giving a response rate of 43.5%. Among the sample of trained managers, the response rate was higher; of the 1,500 trained managers, 803 responded giving a response rate of 53.5%. The total response rate for both groups was 48.5% or 1,456 individual responses.

The survey research conducted for this study utilized mail survey methodology. A copy of the survey instrument has been included in Appendix "A". The primary purpose of this survey instrument was to assess respondents' training needs and to identify the evaluative orientation of the administrators who had completed the managerial training since 1981. The survey instrument used was designed as a mail survey questionnaire. It is a 38 item, comprehensive questionnaire with both closed-ended and open-ended items; one section is designed only for those respondents who had completed the Management Awareness training program. This section has eight questions. All other items were designed for both trained and untrained managers. Request for demographic data was minimal to avoid obtrusive inquiries into personal background information.

Table No. 6
PUBLIC MANAGERS' SURVEY RESPONSE PATTERN

Type Manager	Number	Number Included in Random Sample	Number Responded in 1st Wave	Number Responded in 2nd Wave	Number Responded in 3rd Wave	Total Number in Data Set	Percentage of Response
Public Managers in Executive Branch Who Had Completed Mgmt. Awareness Training	4,483	1,500†	268	277	108	653	43.5%
Public Managers Who Had Completed Mgmt. Awareness Training Between 1981-1988 in Fall 1988	1,838	1,500‡	411	262	130	803	53.5%
Total	6,321	3,000	679	539	238	1,456*	48.5%

*Includes six unidentified responses
†Represents 33.46% of sub-population
‡Represents 81.61% of sub-population

Table 7
GENERAL PROFILE OF THE SURVEY PARTICIPANTS*

Gender	(N = 1,405)	Ethnicity	(N = 1,409)
Male	69.6%	White	96.3%
Female	30.4%	Non-White	3.7%
Total	100.0%	Total	100.0%
Managerial Training	(N = 1,457)	**Age Distribution**	(N = 1,372)
Completed Mgt. Training	54.9%	Below 25	4.4%
Did Not Complete	44.7%	26-35	33.5%
Total	100.0%	36-49	39.9%
		50 and over	22.2%
		Total	100.0%
Seniority in State Govt.	(N = 1,413)	**Educational Background**	(N = 1,423)
5 years and less	9.1%	High School and Below	11.8%
6-10 years	16.1%	Some College Education	17.2%
11-20 years	52.4%	College Degree (BA/BS)	39.6%
21 years or more	22.3%	Graduate Degree	31.1%
Total	100.0%	Total	100.0%
Job Description	(N = 1,463)	**Type of Organization**	(N = 1,380)
Adminis/Professional	46.3%	Data/Paper Oriented	23.8%
Clerical	4.6%	People/Service Oriented	71.1%
Supervisory	23.2%	Machine/Prod. Oriented	5.1%
Service	6.7%	Total	100.0%
Law Enforcement	12.3%		
Mixed Category	6.7%		
Total	100.0%		
Supervisory Responsibility	(N = 1,408)	**Survey Response Behavior**	(N = 1,457)
1-10 Employees	41.8%	First Wave	46.4%
11-50 Employees	38.1%	Second Wave	36.9%
51-200 Employees	12.1%	Third Wave	16.3%
201-500 Employees	5.2%	Total	100.0%
Total	100.0%		

*The N size under different categories varies due to the exclusion of non-responses cases. The totals in certain categories do not add up to 100% due to rounding errors.

This paper is based on data from 1,457 completed questionnaires which have thus far been coded for computerization..

Table 7 (above) projects a general profile of public managers who participated in this survey. A majority of the participants are male (69.6%) and about less than a third (30.4%) are female. Slightly over 96% of the participants are whites and about 3.7% are non-whites, which includes blacks and other minorities. The age distribution among the respondents shows a very small number of these participants (4.4%) below 25 years of age. The largest proportion of the group was between 36 and 49 years of age (39.9%).

The educational profile of survey participants shows that a majority has college degrees (70%) including about 31% who have either a graduate degree or a professional degree (law, medicine, engineering, etc.). About 11.8% have educational qualifications at the high school level.

The seniority distribution among these public managers shows that only about 9% of the participants had five or fewer years of service with state government. A majority of the managers (52%) had between 11 and 20 years of service.

Based on their responses to the questionnaire items on job description, 46% described their jobs as administrative/professional which is the largest job description category. Next in order were supervisory (23%) and law enforcement (12%).

The questionnaire asked respondents to classify their organizations. Nearly 71% labeled their units as people/service oriented organizations. About 23% described their units as data/paper oriented organizations. Nearly 5% described their units as machine/production oriented.

The pattern of supervisory responsibility assigned to these people shows that about 41% of these managers supervised between one and ten persons. Those having responsibilities of supervising between 11 and 50 employees constitute about 38% of the respondents. There are some respondents having supervisory responsibilities with higher numbers of employees.

This general profile of the public managers who responded to this survey is that of a college educated work force, having considerable years of service. Most of them work in people-service oriented organizational units among a mostly white and male work force. Minorities and women represent a relatively small portion of the sample. These characteristics should be kept in mind while analyzing the data in this paper.

Measuring Orientations To Public Service Professionalism and Political Acuity

Logic and some literature (Rose, 1977, Vinack, 1952) suggest that attitudes for or against certain ideas, things, and systems affect attitudes and opinions toward other ideas, things, and systems, and these attitudes and opinions are likely to significantly impact behavior. There is a dearth of literature that addresses this notion.

A number of items on the questionnaire used in this study were designed to seek information concerning the phenomenon of perceived administrator professionalism and political acuity. Specifically, an attempt was made to develop a public manager *professionalism index* and a *political acuity index* to be used in determining whether these indicies, and other attitudinal, opinion and self-reported behavior measures covary. The following sections describe the process used to establish the two indicies that are used as independent or reference variables in this paper.

Professional Items

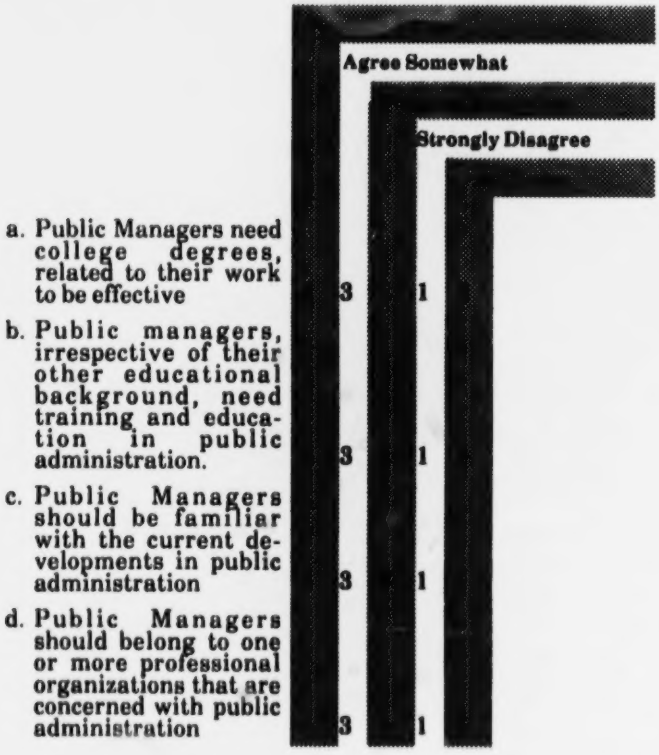
One question on the questionnaire (i.e., *question seven*)(see Figure 4) contained four items designed to seek responses about attitudes toward the need for public manager training and development. Each item was fitted with a Likert-type scale as shown on the next page.

Notice that the fifth position on the scale accommodates a "Don't Know" response. The other positions accommodate an opinion rating from one to four (i.e., strongly agree to strongly disagree). These four positions constitute a Likert scale and were used as the measurement to construct the *professionalism index*. All "Don't Know" responses were treated as missing data; therefore, subsequent analyses considered only those cases with one through four responses.

Because the items in Question Seven (7) were written with no prior evidence that they actually would be capable of measuring a single trait (i. e., *public manager professionalism attitudes*), it was decided that some effort should be made to determine if they seemed to be covarying. To accomplish this a factor analysis of the four items in question seven (7) was first performed.

Figure 4

7. Here are some statements that have been made about public managers as professionals. Please indicate the extent to which you agree or disagree with each of these statements (Please circle the appropriate number).


Agree Somewhat
Strongly Disagree
a. Public Managers need college degrees, related to their work to be effective
3
1
b. Public managers, irrespective of their other educational background, need training and education in public administration.
3
1
c. Public Managers should be familiar with the current developments in public administration
3
1
d. Public Managers should belong to one or more professional organizations that are concerned with public administration
3
1

Factor Analysis of Professionalism Question

The factor analysis was performed using the Statistical Package for Social Scientists (SPSS-X). Maximum likelihood extraction was used to reduce the correlation matrix. The process uses a χ test to determine the best size factor matrix. The analysis produced a one factor matrix as expected, however one of the items did not seem to covary with the other three as shown in Table 8 (below). As can be seen in Table 8, item 7A does not correlate highly with items 7B through D. Likewise, 7A does not load very high on the factor. (see Table 9, page 18).

Table 8

Correlation Matrix of Items 7A, 7B, 7C, & 7D

ITEM	7A	7B	7C	7D
7A	1.00000			
7B	.18848	1.00000		
7C	.05099	.45961	1.00000	
7D	.26836	.33567	.41352	1.00000

Table 9

One Factor Matrix of Question Seven

ITEM	LOADING
7A	.24153
7B	.63757
7C	.68832
7D	.59907

After investigating Item 7A (i.e., *Public managers need college degrees, related to their work to be effective.*), it was felt that most individuals responding to this item may have interpreted it as referring to something other than a public management degree and responded accordingly; perhaps this explains its low relationship with the other items in question seven (7). Consequently, this item was not used as part of the professionalism index.

Professionalism Index

Even though a factor analysis was performed, it was decided not to use factor scores to construct the index. Factor scores are awkward when used as independent or reference variables because they are decimal fractions, both negative and positive. Integers function much better as references (Tatsuoka, 1971). Therefore, it was decided to use the mean of the three remaining items rounded to the nearest integer as the determinate of each respondent's professionalism index. The following SPSS-X formula, where *PI* is the Professional Index and *RND* rounds the result to the nearest integer, was used to calculate each respondent's professionalism index:

$$PI = RND((7B + 7C + 7D) / 3)$$

The frequency distribution in Table 10 (below) shows the initial distribution of Professional Indices.

Table 10

Professionalism Index Distribution

Professional index level	Frequency	Percent	Valid percent	Cumulative percent
1	6	0.9%	0.5%	0.5%
2	219	14.9%	16.8%	17.2%
3	760	51.7%	58.2%	75.0%
4	321	21.8%	24.6%	100.0%
Missing data	165	11.2%	100.0%	
Total	1,471	100.0%		

Notice in Table 10 that only six respondents (0.5%) are represented in the first professional index level category. Consequently, it was decided to collapse levels one and two into a single category creating the final index, as shown in Table 11 (page 19).

Table 11

Final Professionalism Index Distribution

Professional index level	Frequency	Percent	Valid percent	Cumulative percent
Rejector (1)	225	15.3%	17.2%	17.2%
Ambivalent (2)	760	51.7%	58.2%	75.4%
Enthusiast (3)	321	21.8%	24.6%	100.0%
Missing data	165	11.2%	100.0%	
Total	1,471	100.0%		

The titles *Rejector*, *Ambivalent*, and *Enthusiast* were arbitrarily assigned to the three index levels. This three-level index is used throughout this paper as the professionalism variable.

Political Acuity

Another question on the questionnaire (i.e., *question three*)(see Figure 5, below) contained six items designed to seek responses about the importance of knowledge of certain social and political conditions for public manager training and development. Each item was fitted with a Likert type scale as shown figure 5.

Figure 5

3. As a state public administrator, how important do you believe it is to keep in touch with the following? *(Please circle the appropriate number)*

	Somewhat Important
a. Election voting patterns	2
b. Legislative candidates and their views	2
c. Economic issues	2
d. Positions of interests groups on policy issues	2
e. Specific policy issues e.g., educational, economic development, environmental	2
f. Federal government grant programs	2

Factor Analysis of the Political Acuity Question

As with the professionalism question a factor analysis was performed using the items in question three to determine whether the items seemed to be measuring a common trait. The factoring process used for this question is the same as described for the professionalism question. As can be seen in Table 12 (page 20), all of the items found in question three correlate relatively highly. Likewise, all of the items loaded very high on a single factor. (see Table 13, page 20).

Table 12

Correlation Matrix of Items 3A, 3B, 3C, 3D 3E & 3F

ITEM	3A	3B	3C	3D	3E	3F
3A	1.0000					
3B	.4631	1.0000				
3C	.3010	.4271	1.0000			
3D	.3549	.4544	.3867	1.0000		
3E	.2405	.3297	.4330	.4560	1.0000	
3F	.2344	.2717	.3030	.3201	.3810	1.0000

Table 13

One Factor Matrix of Question Seven

ITEM	LOADING
3A	.52873
3B	.66012
3C	.62966
3D	.67998
3E	.62168
3F	.48415

Since all of the items in question three loaded very highly on the factor, all items will be included as part of the *political acuity* index.

Political Acuity Index

Again, for the same rationale used to create the *professionalism index*, it was decided not to use factor scores as index measures. The mean of the six items rounded to the nearest integer was used as the determinate of each respondent's political acuity index. The following SPSS-X formula, where *PA* is the Political Acuity Index and *RND* rounds the result to the nearest integer, was used to calculate each respondent's professionalism index:

$$PA = RND((3A + 3B + 3C + 3D + 3E + 3F)/6)$$

The frequency distribution in Table 14 (below) shows the initial distribution of Professional Indices. *Naive*, *Apolitico*, and *Politico* labels were assigned to the three levels.

Table 14

Political Acuity Index Distribution

Professional index level	Frequency	Percent	Valid percent	Cumulative percent
Naive (1)225	101	6.9%	7.3%	7.3%
Apolitico (2)	883	60.0%	63.4%	70.7%
Politico (3)	408	27.7%	29.3%	100.0%
Missing data	79	5.4	100.0%	
Total	1,471	100.0%		

Test of Independence of Prosionalism and Political Acuity Indicies

Even though it was felt *a priori* that the items in questions three and seven were measuring different latent traits, it was felt that tests of independence should be performed. Two statistics were used to determine whether the professionalism index and the political acuity index were indeed representative of unique latent traits.

First, a X^2 test was performed to see if the indicies were distributed independently (Kachigan, 1986). Table 15 (below) contains the results of this test.

Table 15

Chi Square Test of Independence Between Professionalism and Political Acuity

Professionalism	Political Acuity		
	Naive	Apolitico	Politico
Rejector	33	147	38
Ambivalent	48	499	193
Enthusiast	8	165	140
Total	89	811	371

Chi-Square	Value	d/f	Significance
Pearson	76.39706	4	.00000
Likelihood Ratio	72.62088	4	.00000

As can be seen in Table 15 the two indicies (i.e., professionalism and political acuity) are shown to be significantly different at $\alpha = .00000$ by both the *Pearson* and *likelihood ratio* chi square methods.

The second test consisted of a pearson product moment correlation coefficient. Pearson r for the indicies was found to be .2321. The square of r, R^2, is .0538, which means that the two indicies are sharing only slightly over 5% common variance. Because of the statistically significant X^2 test and the low correlation coefficient, the professionalism and political acuity indicies are assumed to be independent.

V

TESTING OF THE RESEARCH HYPOTHESES

The treatment of the data needed to test the five hypotheses are reported in this section. For all tests of significance the critical α value will be ≤ .05. High means approach agreement and importance, and low means approach disagreement and unimportance. In the case of multivariate analysis of variance (*MANOVA*), only those univariate and stepdown tables needed to explain statistically significant differences will be presented.

H_1. Public service education/training/professional involvement would influence the level of professional socialization of state administrators. To test this hypothesis, a one-way multivariate analysis of variance (*MANOVA*) was performed. The dependent variables were the professionalism and the political acuity indices, and the one independent variable was the training variable (*i.e., trained and untrained*). Table 16 (below) contains the results of the multivariate *F* test.

Table 16

Multivariate Test of Significance
Professionalism and Political Acuity by Training

Test name	Value	Multiv. F.	Hypoth df	Error df	Sign. of F.
Pillais	.00471	2.99870	2	1266	.05 *
Hotellings	.00471	2.99870	2	1266	.05 *
Wilk's	.99878	2.99870	2	1266	.05 *

Note: All *F* ratios are exact.

*Significant at α ≤ .05

Table 16 indicates that a statistically significant difference does exist between managers that have attended the GSC training program (*i.e., Management Awareness*) and those that have not attended. In order to determine where the differences exist, univariate and stepdown *F* tests were performed. Table 17 (below) contains the results from these tests.

Table 17

Univariate and Stepdown Tests of Significance
Professionalism and Political Acuity by Training

Variable	Hypoth. M.S.	Univariate F.	Significance of F.	Stepdown F.	Stepdown Significance
Political Acuity	1.14172	3.5629	.050*	3.65629	.050*
Professional-ism	.44744	1.08304	.2982	.33725	.127

*Significant at α ≤ .05

As can be seen in Table 17, the univariate test indicates that the political acuity variable is significant at .05, while the univariate for professionalism is not significant. Because of the fact that the professionalism variable was not statistically significant, there was no need to rotate the order of the criterion or dependent variables to determine if any relationship between the criteria exists. As reported, the week long Management Awareness workshop experience does seem to strengthen the political acuity of those individuals that attend (see Table 18, page 23). Therefore, this hypothesis cannot be rejected.

Table 18

Means for Professionalism and Political Acuity by Training

Training Status	Political Acuity			Professionalism		
	x̄	σ	n	x̄	σ	n
Trained	2.197	.545	766	2.090	.633	766
Untrained	2.052	.657	503	2.258	.579	503

H-3. Agency administrative cultural variables are mediating variables influencing the professional socialization of state administrators. The questionnaire used in this study contained two questions asking the respondents to rate the attitude toward training that they felt was generally held by their supervisor and by their peers (see below)

5. **Does your supervisor generally encourage training/education for employees?** *(please Circle the appropriate response).*

   Often Sometimes Never

6. **Are people you work with enthusiastic about training/education?** *(please Circle the appropriate response).*

   Most of Them Some of Them A Few

Responses to these questions served as the two independent variable measures and the political acuity and professionalism indices were used as the criterion variables. A two-way *MANOVA* was performed to test for statistical difference.

Interactions. Because this was a crossed design it was necessary to perform an interaction multivariate F test. Table 19 (below) contains the results of the interaction test. As can be seen in Table 19 the interaction test did not produce a significant multivariate F ratio. This means that no statistically significant differences were measured for independent variable interactions and it also means that if any significant main effects (*i.e., supervisor encouragement and peer enthusiasm*) exist, they can be interpreted.

Table 19

Multivariate Test of Significance
Political Acuity and Professionalism by Question 5 and Question 6

Test name	Value	Multiv. F.	Hypoth df	Error df	Sign. of F.
Pillais	.00886	1.35982	8	2446	.209
Hotellings	.00892	1.36139	8	2442	.208
Wilk's	.99115	1.36061	8	2442	.209

Note: *F* statistic for Wilk's Λ is exact.

In order to determine if any main effect differences exist, additional tests were performed for each of the main effects (*i.e., supervisor encouragement and peer enthusiasm*).

Supervisor Encouragement. Table 20 (page 24) contains the results for the multivariate *F* test of the main effect, *supervisor encouragement* (question 5).

Table 20

Multivariate Test of Significance
Political Acuity and Professionalism by Supervisor Encouragement

Test name	Value	Multiv. F.	Hypoth df	Error df	Sign. of F.
Pillais	.01181	3.63254	4	2446	.006 *
Hotellings	.01193	3.64285	4	2442	.006 *
Wilk's	.99115	1.36061	8	2442	.006 *

Note: *F* statistic for Wilk's Λ is exact.

*Significant at $\alpha \leq .05$

As shown in Table 21 (below) there is a statistically significant multivariate *F* for the main effect *supervisor encouragement*. Therefore, hypothesis two stating that, *agency administrative cultural variables are mediating variables influencing the professional socialization of state administrators*, cannot be rejected.

In order to further determine what significant differences exist, univariate and stepdown *F* tests were performed. Table 21 below contains the results of the univariate and stepdown *F* test for this main effect. Notice that a statistically significant difference is shown to exist for the *political acuity* criterion.

Table 21

Univariate and Stepdown Tests of Significance
Political Acuity and Professionalism by Supervisor Encouragement

Variable	Hypoth. M.S.	Univariate F.	Significance of F.	Stepdown F.	Stepdown Significance
Political Acuity	2.03138	6.66493	.001*	6.66493	.001*
Professionalism	.53727	1.32195	.267	.63070	.532

*Significant at $\alpha \leq .05$

Since there are three levels in the independent or reference variable (*i.e., supervisor encouragement*), it was necessary to perform three one degree of freedom multivariate *F* tests. The first one degree of freedom test compared the *often* level with the *never* level, the second test compared the *often* level with the *sometimes* level, while the third test compared the *sometimes* level with the *never* level.

Table 22 (page 25) contains the results for the one degree of freedom multivariate *F* test comparing the *often* level with the *never* level. As can be seen in Table 22 the multivariate *F* is significant at $\alpha = .002$. This means that a difference does exist between the supervisor encouragement main effect levels of *often* and *never*.

Table 22

Multivariate Test of Significance
Political Acuity and Professionalism
by Supervisor Encouragement (often level by never level)

Test name	Value	Multiv. F.	Hypoth df	Error df	Sign. of F.
Pillais	.00976	6.02307	2	1222	.002 *
Hotellings	.00986	6.02307	2	1222	.002 *
Wilk's	.99024	6.02307	2	1222	.002 *

Note: All *F* statistics are exact.

* Significant at $\alpha \leq .05$

Since the overall univariate and stepdown *F* tests indicated that only the *political acuity* measure was statistically significant, there is no need to present the univariate and stepdown F table for the comparison of the *often* and *never* levels. To determine the direction and magnitude of the difference, an investigation of the means is necessary. Table 23 (below) contains the means for *political acuity* and *professionalism* by the main effect *supervisor encouragement*.

Table 23

Means Standard Deviations and Size for
Professionalism and Political Acuity by Supervisor Encouragement

Encouragement level	Political Acuity $\bar{x}$	σ	n	Professionalism $\bar{x}$	σ	n
Often	2.314	.555	509	2.137	.627	509
Sometimes	2.163	.555	577	2.045	.635	577
Never	2.137	.572	146	2.013	.712	146

The results of the second *MANOVA* comparing the often level with the sometimes level are presented in Table 24 (below). As can be seen in Table 24, the multivariate *F* is significant at $\alpha = .012$. This means that a difference does exist between the *supervisor encouragement* main effect levels of *often* and *sometimes*.

Table 24

Multivariate Test of Significance
Political Acuity and Professionalism
by Supervisor Encouragement (often level by sometimes level)

Test name	Value	Multiv. F.	Hypoth df	Error df	Sign. of F.
Pillais	.01041	4.41240	2	839	.012 *
Hotellings	.01052	4.41240	2	839	.012 *
Wilk's	.98959	4.41240	2	839	.012 *

Note: All *F* statistics are exact.

* Significant at $\alpha \leq .05$

The *MANOVA* comparing the sometimes and never levels yielded a multivariate *F* of 1.26860 with an α probability level = .282. This means there was no observed statistical difference between the *sometimes* and *never* levels.

The mean for the often level of the *supervisor encouragement* reference variable is greater than the *sometimes* and *never* level means. Considering that this measure was made on a three point scale, a relatively strong difference does exist between the often level and the sometimes and never levels. It seems that individuals reporting they often receive encouragement from their supervisors to attend management training were also individuals that felt it more important to remain aware of their political and social environment. It may be that these individuals are demonstrating behavior viewed by their supervisors as essential for management.

Peer Enthusiasm. Table 25 (below) contains the results for the multivariate *F* test of the main effect, *peer enthusiasm* (question 6). As shown in Table 25, there is a statistically significant multivariate *F* for the main effect *peer enthusiasm*. In order to determine where the differences exist, univariate and stepdown *F* tests were performed.

Table 25

Multivariate Test of Significance
Political Acuity and Professionalism by Peer Enthusiasm

Test name	Value	Multiv. F.	Hypoth df	Error df	Sign. of F.
Pillais	.01087	3.34053	4	2446	.010 *
Hotellings	.01098	3.35037	4	2442	.010 *
Wilk's	.98914	3.35037	4	2444	.010 *

Note: *F* statistic for Wilk's Λ is exact.

*Significant at α ≤ .05

In order to further determine what significant differences exist, univariate and stepdown *F* tests were performed. Table 26 (below) contains the results of the univariate and stepdown *F* tests for this main effect. Notice that a statistically significant univariate difference is shown to exist for both the *professionalism* and *political acuity* criteria. After rotating the criterion variables, it was found the order presented in Table 26 is the optimum order. Also notice that when the influence of the *political acuity* criterion is partialed out of the professionalism criterion it is no longer significant. This seems to indicate that the *professionalism* trait is influenced by the development of *political acuity*.

Table 26

Univariate and Stepdown Tests of Significance
Political Acuity and Professionalism by Peer Enthusiasm

Variable	Hypoth. M.S.	Univariate F.	Significance of F.	Stepdown F.	Stepdown Significance
Political Acuity	2.85819	4.68884	.009*	4.68884	.009*
Professionalism	2.69720	3.31825	.037*	2.00882	.135

*Significant at α ≤ .05

Since there are three levels in this independent or reference variable (*i.e., peer enthusiasm*), it was necessary to perform three one degree of freedom multivariate *F* tests. The first one degree of freedom test compared the *most of them* level with and *a few* level, the second compared the *most of them* level with the *some of them* level, while the third test compared the *some of them* level with *a few* level. Table 27 (below) contains the results for the one degree of freedom multivariate *F* test comparing the *most of them* level with the *a few* level.

Table 27

Multivariate Test of Significance
Political Acuity and Professionalism
by Peer Enthusiasm (most of them by a few)

Test name	Value	Multiv. F.	Hypoth df	Error df	Sign. of F.
Pillais	.00053	.32622	2	1222	.722
Hotellings	.00053	.32622	2	1222	.722
Wilk's	.99947	.32622	2	1222	.722

Note: All *F* statistics are exact.

As can be seen in Table 27 this test yielded a multivariate F value that did not reach the critical probability level of $\alpha \leq .05$. Therefore, given these measures, no statistical differences are shown to exist, even though the means shown in Table 28 (below) seem to indicate that difference exists for both political acuity and professionalism. This situation is likely caused by the relatively wide standard deviations of the *most of them* and *a few* levels.

Table 28

Means Standard Deviations and Size for
Professionalism and Political Acuity by Peer Enthusiasm

Enthusiasm level	Political Acuity mean	σ	n	Professionalism mean	σ	n
Most	2.281	.593	345	2.203	.672	345
Some	2.257	.516	565	2.067	.647	565
A few	2.096	.596	322	1.969	.654	322

The second *MANOVA* comparing the *most of them* level with the *some of them* level did produce a statistically significant multivariate *F* as can be seen in Table 29 (below).

Table 29

Multivariate Test of Significance
Political Acuity and Professionalism
by Peer Enthusiasm (most of them by some of them)

Test name	Value	Multiv. F.	Hypoth df	Error df	Sign. of F.
Pillais	.01213	5.15295	2	839	.006 *
Hotellings	.01228	5.15295	2	839	.006 *
Wilk's	.98787	5.15295	2	839	.006 *

Note: All *F* statistics are exact.

* Significant at $\alpha \leq .05$

As can be seen in Table 29, the multivariate *F* indicates that a statistically significant difference does exist between the *most of them* and *some of them* levels. To determine the nature of the difference, univariate and stepdown tests were performed. The results of these tests are shown in Table 30.

Table 30

Univariate and Stepdown Tests of Significance
Political Acuity and Professionalism by
Peer Enthusiasm (most of them by some of them)

Variable	Hypoth. M.S.	Univariate F.	Significance of F.	Stepdown F.	Stepdown Significance
Professional-ism	4.01056	10.21860	.001*	10.21860	.001*
Political Acuity	.03835	.13270	.716	.09828	.754

*Significant at $\alpha \leq .05$

The difference between the *most of them* and the *some of them* levels is shown to be only on the *professionalism* criterion. Table 27 shows that the mean for the most of them level is somewhat greater than the some of them mean. This means that those individuals that report they work with others that demonstrate an enthusiasm toward management training tend to view their job as a public manager as being a profession more than do the individuals that report that only some of their peers are enthusiastic. No difference was measured for the *political acuity* criterion.

The results of the third *MANOVA* between the *some of them* and *a few* levels are shown in Table 31 (below). The multivariate *F* indicates that a statistical difference does exist between these levels.

Table 31

Multivariate Test of Significance
Political Acuity and Professionalism
by Peer Enthusiasm (some of them by a few)

Test name	Value	Multiv. F.	Hypoth df	Error df	Sign. of F.
Pillais	.01033	6.38000	2	1222	.002 *
Hotellings	.01044	6.38000	2	1222	.002 *
Wilk's	.98967	6.38000	2	1222	.002 *

Note: All *F* statistics are exact.

*Significant at $\alpha \leq .05$

To determine the nature of the difference, univariate and stepdown tests were performed. The results of these tests are shown in Table 32 (page 30).

Table 32

Univariate and Stepdown Tests of Significance
Political Acuity and Professionalism by
Peer Enthusiasm (some of them by a few)

Variable	Hypoth. M.S.	Univariate F.	Significance of F.	Stepdown F.	Stepdown Significance
Political Acuity	2.73039	8.95836	.003*	8.95836	.003*
Professionalism	2.65252	6.52656	.011*	3.78128	.052*

*Significant at $\alpha \leq .05$

As can seen in Table 32, both the univariate and stepdown *F*'s are significant. Therefore, there appears to be a relatively strong *political acuity* difference between the *some of them* level ($\bar{x} = 2.257$) and *a few* level ($\bar{x} = 2.096$). However, even though the difference for professionalism is shown to be significant the difference does not seem to be as great (i.e., $\bar{x}$'s = 2.067 and 1.909 respectively).

Summary. The various tests indicate that the work culture does affect individuals toward the development of *professionalism* and *political acuity*. It appears that the individuals that report that they are often encouraged by their supervisor to attend management training also feel it is more important to be politically acute than do their peers that are not encouraged as often.

Individuals that report they work with other individuals that are enthusiastic about management training, tend to report higher levels of *political acuity* and *professionalism*. However, the data seems to be somewhat confounded between those individuals reporting working where most of their peers are enthusiastic toward training and those that report they work where few seem to be enthusiastic toward training. *Political acuity* seems to be first affected and it subsequently affects *professionalism* in a peer enthusiastic environment.

H-a. The demographic attributes of state administrators do not significantly influence the professional socialization of state administrators. As in all situations there is the possibility that various demographic groupings may affect views or attitudes toward political acuity and professionalism. For this paper, four demographics were selected as independent or reference variables. They are *gender*, *age* categorized into three groups, *ethnicity* categorized into white and non-white, and *education* categorized into degreed and non-degreed.

A four-way *MANOVA* was performed to test for this hypothesis using the above as the independent variables and *political acuity* and *professionalism* traits as the criteria. The results indicated that no interaction effects were measured and only one main effect. Age was that main effect and will be reported below.

Table 33 (below) contains the results for the age multivariate *F* test.

Table 33

Multivariate Test of Significance
Political Acuity and Professionalism by Age

Test name	Value	Multiv. F.	Hypoth df	Error df	Sign. of F.
Pillais	.01202	3.55544	4	2352	.007 *
Hotellings	.01212	3.55576	4	2348	.007 *
Wilk's	.98800	3.55560	4	2350	.007 *

Note: *F* statistic for Wilk's Λ is exact.

*Significant at $\alpha \leq .05$

Upon examination of the one degree of freedom tests, it was found that the only difference that existed for age was between the youngest group (*i.e., low through 30 years*) and the other two levels. Table 34 (below) contains the one degree univariate and stepdown F test results for the low through 30 years groups contrasted with the combined 31 through 49 years and 50 years through high groups. This particular test utilized the Helmert contrast that compares one level with the mean of the remaining levels. Only *political acuity* seems to be significantly affected by age.

Table 34

Univariate and Stepdown Tests of Significance
Political Acuity and Professionalism by Peer Enthusiasm (low through 30 by the others)

Variable	Hypoth. M.S.	Univariate F.	Significance of F.	Stepdown F.	Stepdown Significance
Political Acuity	3.17864	10.65504	.001*	10.65504	.001*
Professionalism	.5325	1.42826	.232	.27029	.603

*Significant at $\alpha \leq .05$

As can be seen in Table 35 (below), the low through 30 group mean is less than both the 31 through 49 and 50 through high means for political acuity. It appears that maturity affects the importance one places on knowledge of the political and social environment.

Table 35

Means Standard Deviations and Size for
Professionalism and Political Acuity by Age

Age group	Political Acuity			Professionalism		
	$\bar{x}$	σ	n	$\bar{x}$	σ	n
Lo thru 30	2.154	.576	32	2.000	.677	32
31 thru 49	2.253	.579	834	2.045	.574	834
50 thru hi	2.206	.515	320	2.147	.744	320

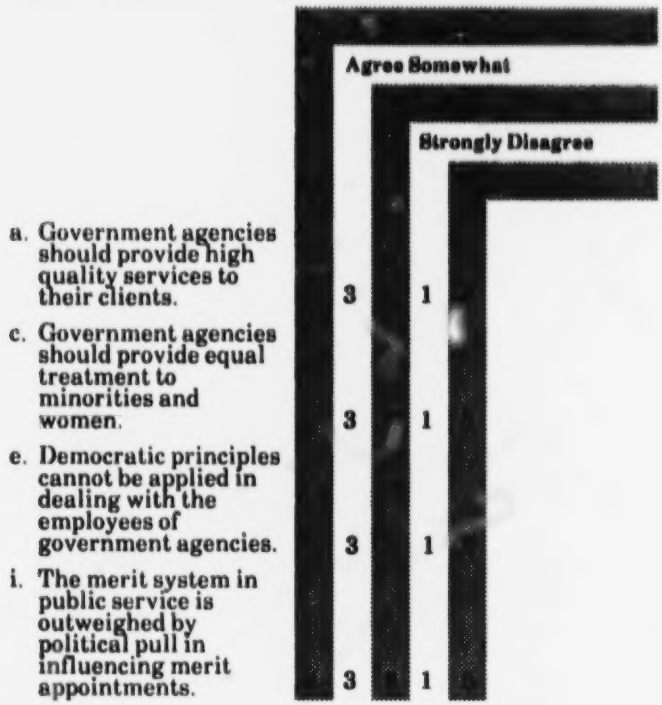
Summary.

The only demographic variable that seems to affect either political acuity of professionalism is age. Very young managers do not seem to realize to the extent of their older peers how important appropriate knowledge of the political environment is for being a successful public manager. Therefore, hypothesis 3 is partially rejected for age.

H_4 Higher level political acuity among state administrators positively correlates with their commitment to four public service values. In question 21 four items were included for the purpose of measuring attitudes toward *organizational democracy, pluralistic polity, politicized merit system* and *service to clientele.* Although this question contained more items than are showing in Figure 6 (page 31), these four items are the criteria for this hypothesis. Item A is the measure for *services to clients*; item C is the measure for *pluralistic polity*, item E is the measure for *organizational democracy*; and item I is the measure for *politicized merit system*.

Figure 5

21. Here are some statements that have been made about the workings of government agencies in the U.S. Please indicate the extent to which you agree or disagree with each of these (*Please circle the appropriate number*).


Agree Somewhat
Strongly Disagree
a. Government agencies should provide high quality services to their clients.
3
1
c. Government agencies should provide equal treatment to minorities and women.
3
1
e. Democratic principles cannot be applied in dealing with the employees of government agencies.
3
1
i. The merit system in public service is outweighed by political pull in influencing merit appointments.
3
1

The test for this hypothesis was a one-way *MANOVA* using the *political acuity* index as the independent or reference variable and the above as the criteria or dependent variables. Table 36 (below) contains the results of the multivariate *F* test.

Table 36

Multivariate Test of Significance
Items 21A,21C, 21E, and 21I by Political acuity

Test name	Value	Multiv. F.	Hypoth df	Error df	Sign. of F.
Pillais	.02192	3.28595	8	2372	.001 *
Hotellings	.02229	3.29945	8	2368	.001 *
Wilk's	.97814	3.29271	8	2370	.001 *

Note: *F* statistic for Wilk's Λ is exact.

* Significant at $\alpha \leq .05$

As can be seen in Table 36, there is a statistically significant difference between the levels of the *political acuity* index (*i.e., naive, apolitico, and politico*). Univariate and stepdown tests were performed to determine where the differences exist. Table 37 (page 32) contains the results from these tests. Table 37 indicates that a difference between the levels of the *service to clientele* and the *politicized merit system* criteria. It should be mentioned again that all

possible orders of the dependent variables were tried for the stepdown tests and the order shown in Table 37 seems to be the best.

Table 37

Univariate and Stepdown Tests of Significance
Items 21I,21A, 21C, and 21E by Political Acuity

Variable	Hypoth. M.S.	Univariate F.	Significance of F.	Stepdown F.	Stepdown Significance
Politicized merit system	6.27209	7.37463	.001*	7.37463	.001*
Service to clientele	.45415	4.08689	.017*	3.63532	.027*
Pluralistic polity	.44237	2.19486	.112	1.36709	.225
Organizational democracy	.52902	.64092	.527	.80551	.447

*Significant at $\alpha \leq .05$

As can be seen in Table 37, there is a difference measured by the politicized merit system and service to clientele criteria. Because the political acuity index consists of three levels it was necessary to perform three one degree of freedom tests to determine exactly what differences exist. The only one degree of freedom test that produced significant results was the test between the *naive* and *politico* levels. Table 37 contains the univariate and stepdown F tests between *naive* and *politico*. Notice that even with the effects of *politicized merit system* removed, the *service to clientele* stepdown *F* remains significant, indicating that at least these criteria are independent as suggested by the socialization model.

Table 38

Univariate and Stepdown Tests of Significance
Items 21I,21A, 21C, and 21E by Political Acuity (naive by politico)

Variable	Hypoth. M.S.	Univariate F.	Significance of F.	Stepdown F.	Stepdown Significance
Politicized merit system	9.97950	11.73374	.001*	11.73374	.001*
Service to clientele	.90172	8.11457	.004*	7.24617	.007*
Pluralistic polity	.32745	1.62466	.203	.18611	.666
Organizational democracy	.01500	.01817	.893	1.3297	.287

*Significant at $\alpha \leq .05$

Table 39 (page 35) contains the means, standard deviations and size for the *politicized merit system* measure. Remember that a high mean approaches agreement and also that this item was stated in the negative (see Figure 6, item 21I). Therefore, the *politicos* report a lesser negative attitude toward the notion that the merit system is outweighed by political influence than do the naives. While not significant, the *apoliticos* also report a lesser negative attitude toward *politicized merit system* than do the naives. Nonetheless, all levels do agree about this perceived negative aspect of the merit system in Kentucky.

Table 39

Means Standard Deviations and Size for Politicized merit system by Political Acuity

Acuity level	$\bar{x}$	σ	n
Naive	3.259	.833	85
Apolitico	2.935	.613	770
Politico	2.830	.964	336

Table 40 (below) contains the means, standard deviations and size for the service to clientele criterion.

Table 40

Means Standard Deviations and Size for Service to Clientele by Political Acuity

Acuity level	$\bar{x}$	σ	n
Naive	3.788	.514	85
Apolitico	3.894	.321	770
Politico	3.899	.302	336

The means indicate that the *politicos* report a stronger attitude toward *providing quality services to their clientele* (i.e., citizens of Kentucky) than do the *naives*. While not significant the *apoliticos* also report a stronger attitude toward *providing quality services to their clientele* than do the naives. All levels do agree that the state should strive to provide quality services to the citizenry of Kentucky.

Summary. The analysis indicates that differences exist between the *politico* and the *naive* levels of the political acuity index on the measures politicized merit system and providing quality services to clientele. The *politicos* are significantly less negative about the political aspects of the merit system and more positive about the responsibility of the state to provide quality services than the *naives*. While differences for the other levels are not significant, they do seem to indicate gradual growth in the desired directions as one approaches the *politico* level, or becomes more *socialized* as measured by the *political acuity* trait. Differences for the *pluralistic polity* and *organizational democracy* measures were found not to be significant. There was strong disagreement that democratic principles cannot be applied in dealing with the employees of government agencies and strong agreement that government agencies should provide equal treatment to minorities and women. Consequently, hypothesis 4 cannot be rejected.

H_5 Higher level commitment to public service professionalism among state administrators positively correlates with their commitment to four public service values. The same four items appearing in Figure 6 and used for hypothesis 4 are used as the criterion or dependent variables for this hypothesis test. Item A is the measure for *services to clients*; item C is the measure for *pluralistic polity*, item E is the measure for *organizational democracy*; and item I is the measure for *politicized merit system*.

The test for this hypothesis was a one-way *MANOVA* using the *professionalism* index as the independent or reference variable and the above as the criteria. Table 41 (below) contains the results of the multivariate *F* test.

Table 41

Multivariate Test of Significance
Items 21I,21C, 21A, and 21E by Professionalism

Test name	Value	Multiv. F.	Hypoth df	Error df	Sign. of F.
Pillais	.02455	3.44236	8	2216	.001 *
Hotellings	.02494	3.44763	8	2212	.001 *
Wilk's	.97556	3.44500	8	2214	.001 *

Note: *F* statistic for Wilk's Λ is exact.

*Significant at α ≤ .05

As can be seen in Table 41, there is a statistically significant difference between the levels of the *professionalism* index (*i.e., rejector, ambivalent, and enthusiast*). Univariate and stepdown tests were performed to determine where the differences exist. Table 42 (below) contains the results from these tests and indicate that a significant difference between for all of the criterions measures exist. All possible order combinations of the measures were tried and the order presented in Table 42 seems to be the most parsimonious.

Table 42

Univariate and Stepdown Tests of Significance
Items 21I, 21C, 21A, and 21E by Professionalism

Variable	Hypoth. M.S.	Univariate F.	Significance of F.	Stepdown F.	Stepdown Significance
Politicized merit system	3.78750	4.43576	.012*	4.43576	.012*
Pluralistic polity	1.11615	5.60125	.004*	5.040126	.005*
Service to clientele	.39903	3.91806	.020*	2.17063	.115
Organizational democracy	2.86855	3.46190	.032*	1.76169	.172

*Significant at α ≤ .05

Notice that when the effects of *politicized merit system* and *pluralistic polity* are removed, the stepdown *F*'s are no longer significant. This means that attitudes toward *service to clientele* and *organizational democracy* are significantly affected between the levels of professionalism by the changes in the *politicized merit system* and *pluralistic polity* measures.

Since there are three levels of the *professionalism* index, it was again necessary to perform three one degree of freedom tests to determine level differences. It was found that significant differences exist between all levels. Table 43 (page 35) contains the one degree of freedom univariate and stepdown *F* tests between the *enthusiast* and *rejector* levels.

Table 43

Univariate and Stepdown Tests of Significance
Items 21I,21C, 21A, and 21E by Professionalism (enthusiast by rejector)

Variable	Hypoth. M.S.	Univariate F.	Significance of F.	Stepdown F.	Stepdown Significance
Politicized merit system	6.78225	7.94309	.005*	7.94309	.004*
Pluralistic polity	.14866	.74605	.388	.58083	.446
Service to clientele	.42865	4.20884	.040*	3.22173	.073
Organizational democracy	.34768	.41959	.517	.01098	.917

*Significant at $\alpha \leq .05$

As can be seen in Table 43 (above), only the *politicized merit system* and *pluralistic polity* measures posses significant univariate *F* ratios between the *enthusiast* and *rejector* levels. However, when the effect of *politicized merit system* is removed, none of the stepdown *F*'s remain significant. This means that attitude toward *pluralistic polity* is influenced by attitude toward *politicized merit system*. Means are needed to determine the magnitude and direction of the differences. They appear in Tables 44 and 45.

Table 44

Means Standard Deviations and Size for
Politicized Merit system by Professionalism

Professionalism level	$\bar{x}$	σ	n
Rejector	3.094	.841	191
Ambivalent	2.906	.935	658
Enthusiast	2.841	.954	264

Table 45

Means Standard Deviations and Size for
Pluralistic Polity by Professionalism

Professionalism level	$\bar{x}$	σ	n
Rejector	3.736	.453	191
Ambivalent	3.796	.479	658
Enthusiast	3.902	.346	264

As mentioned before, the politicized merit system measure was stated in the negative (see figure 6), therefore higher means for this measure indicates a stronger belief that political pull outweighs the merit system rules in influencing merit appointments. Notice in Table 44 that the means for all of the levels tend to agree with this notion. However, it was found that the *enthusiast's* hold a significantly less negative view toward the merit system than do their *naive* peers.

Table 44 contains the means for the pluralistic polity measure. As can be seen, and considering that this measure is from a four point Likert scale, the *enthusiast's* report a much stronger attitude toward the need for state government to provide equal treatment to all citizens than do their *naive* peers.

Although the mean differences for the *service to clientele* and *organizational democracy* were not significantly different, the means seem to change in the direction expected as level rose from *rejector* to *enthusiast*.

The results of the one degree of freedom univariate and stepdown *F* tests between the *enthusiast* and *ambivalent* levels are shown in Table 46 (below). Univariate *F*'s are significant for the measures; *pluralistic polity*, *service to clientele*, and *organizational democracy*. However the *organizational democracy* measures stepdown *F* becomes non-significant when the effects of the other measures are removed. This indicates that attitude toward *organizational democracy* is influenced by the development of the other reported attitudes

Table 46

Univariate and Stepdown Tests of Significance
Items 21I, 21C, 21A, and 21E by Professionalism (enthusiast by ambivalent)

Variable	Hypoth. M.S.	Univariate F.	Significance of F.	Stepdown F.	Stepdown Significance
Politicized merit system	.79274	.89655	.344	.89655	.344
Pluralistic polity	.56942	3.93132	.048*	3.79068	.052*
Service to clientele	2.08363	10.52394	.001*	7.79113	.005*
Organizational democracy	5.38943	6.46840	.011*	3.46483	.063

*Significant at $\alpha \leq .05$

Table 45 contains the mean values for the *pluralistic polity* by *professionalism*. As can be seen, the mean (3.902) for the *enthusiast's* is considerably greater than the *ambivalent* mean (3.796). If attitude is an indicator, enthusiasts are significantly more committed to providing equal treatment to all citizens regardless of origin.

Table 47 (page 38) contains the means, standard deviations and size for the service to clientele measure by professionalism. As can be seen, the magnitude of mean difference between the *enthusiast* and the *ambivalent* levels for service to clientele is slight, however, it is steady enough to be significant. This indicates that as one becomes more *socialized* as measured on the *professionalism* index, one tends to be more committed to providing quality services, even though that increase might be small. It should be noted that the means for all levels of the *professionalism* index are on the agreement side of the scale.

Table 47

Means Standard Deviations and Size for Service to Clientele by Professionalism

Professionalism level	$\bar{x}$	σ	n
Rejector	3.848	.374	191
Ambivalent	3.888	.321	658
Enthusiast	3.932	.267	264

Table 48 (below) contains the means, standard deviations and size for the *organizational democracy* measure by *professionalism*. Like the merit system item, the item for this measurement was stated in the negative. Consequently, high means approach agreement that democratic principles cannot be applied in dealing with the employees of government agencies. As can be seen in Table 48, the low means indicate that individuals in all levels of the *professionalism* index feel that democratic principles can be applied in dealing with the employees of government agencies. However, again, the *enthusiasts* report a stronger belief that democratic principle can be applied of a relatively strong magnitude than do their *ambivalent* peers ($\bar{x}$'s = 1.644 and 1.813 respectively). Remember that the stepdown F was not significant for this measure.

Table 48

Means Standard Deviations and Size for Organizational Democracy by Professionalism

Professionalism level	$\bar{x}$	σ	n
Rejector	1.812	.898	191
Ambivalent	1.813	.930	658
Enthusiast	1.644	.869	264

The last one degree of freedom test compared the *ambivalent* and *rejector* levels. Table 49 (below) contains the results of the univariate and stepdown *F* tests for this comparison.

Table 49

Univariate and Stepdown Tests of Significance Items 21I,21C, 21A, and 21E by Professionalism (ambivalent by rejector)

Variable	Hypoth. M.S.	Univariate F.	Significance of F.	Stepdown F.	Stepdown Significance
Politicized merit system	.79274	.92843	.335	.92843	.335
Pluralistic polity	2.08363	10.45645	.001*	10.23350	.001*
Service to clientele	.36942	3.62727	.057	1.13708	.287
Organizational democracy	5.38943	.50421	.442	.50978	.446

*Significant at $\alpha \leq .05$

The univariate *F* ratio for the *pluralistic polity* between the *ambivalent* and *rejector* levels is the only one significant. There is a mean (see Table 45) difference of little magnitude between the *ambivalent* and *rejector* levels for *pluralistic polity* ($\bar{X}$'s = 3.796 and 3.736 respectively). The great difference for this measure is shown to be between the *enthusiast* and both the *ambivalent* and *rejector* levels. The lack of other significant reported differences between the ambivalent and rejector levels indicates little growth.

Summary. The overall univariate F tests for the measures; *politicized merit system, pluralistic polity, service to clientele, and organizational democracy* were significant between the *professionalism* index levels. However, only two of the stepdown tests remained significant for the overall test (*i.e., politicized merit system and pluralistic polity*). The enthusiasts and rejectors differed on the politicized merit system and service to clientele measures. Enthusiasts were less negative toward the merit system and more positive toward the notion of providing quality service to the clientele than the rejectors and ambivalents; and were stronger in their convictions that democratic principles can be applied in dealing with the employees of government agencies. The mean values for the organizational democracy measure seemed to indicate that a significant difference should have been realized between the enthusiasts and rejector, but the test was not supportive. This result does confound interpretation somewhat.

The politicized merit system measure seems to be the most influential measure according to the stepdown tests. Why this condition exists is not apparent given the present measures. Perhaps individuals feel that the appropriate use of the merit system is basic for a professional atmosphere and, if it is violated, other altruistic motives are defeated.

VI

Findings, Conclusions and Recommendations for Future Research

The central conceptual concern of this research has been "professional socialization of state administrators." Professional socialization is the process through which employees aligned within various disciplines gain specialized knowledge relevant to their professions; become cognizant of the ethical norms related to their day-to-day organizational behavior and develop an identification with their peer group.

A general professional socialization conceptual model (presented in Figure 1), participation of state administrators in management training/education programs is emphasized as a major contributing factor toward professional socialization. Additionally, the model recognizes the influence of "state agency culture" as a mediating variable influencing relationships between education/training and professional socialization

Finally, the model proposes two composite trait indicators to interpret public administrators' professional socialization. The first trait, labeled *professionalism*, emphasizes commitment to public service as a career and recognizes that public administration is indeed a unique discipline. The second trait, labeled *political acuity*, emphasizes the need to understand the political nature of public administration.

This conceptual framework suggests the need to test certain proposed relationships among independent, intervening and dependent variables, namely:

- Influence of **education/training** on level of professional socialization;
- Influence of **agency culture** on levels of professional socialization;
- Influence of **demographic attributes** of state administrators on professional socialization;

- Influence of professional socialization on four **public service values** (*i.e., organizational democracy, pluralistic polity, politicized merit system and service clientele*).

Findings

Training appears to plausibly positively influence *political acuity* but not *professionalism*. Administrators identified as having attended the week long Management Awareness program were found to be somewhat more politically acute than their untrained peers.

Agency culture was defined as *supervisor encouragement* and *peer enthusiasm*. The degree of *supervisor encouragement* for training seemed to positively impact *political acuity*, but had no discernible impact on *professionalism*. On the other hand, *peer enthusiasm* for training positively impacted both *political acuity* and *professionalism*. However, the analysis suggested that the *professionalism* level was dependent, for the most part, on the *political acuity* level. That is, as one one became more politically acute, one tended to believe that public administration was, in fact, a profession. One of the analyses outcomes was confounding, however: no statistical difference was noted between the highest and lowest levels for political acuity even though the means seemed to indicate a difference should exist.

Gender, *age*, *ethnicity*, and *education* were used as reference variables to test for demographic influence on *political acuity* and *professionalism*. Age was the only demographic variable found to significantly impact either *political acuity* or *professionalism*. Younger managers were found to be less politically acute as their older peers.

Overall, training, agency culture, and age seemed to be responsible for variations in the *political acuity* criterion, and in one instance (*i.e., peer enthusiasm*) for *professionalism* variations. However, *professionalism* variations seemed to be a direct result of *political acuity* variations.

Political acuity level was found to significantly impact attitudes toward the *merit system* and providing *quality services to clientele*. Politically acute public managers were less hostile to the idea that political pull outweighed the merit system and appeared to have more positive feelings that state government should provide *quality services to clientele* than were their naive peers.

Professionalism level was found to significantly impact all four of the public service values (*i.e., organizational democracy, pluralistic polity, politicized merit system and service to clientele*). However, the differences measured for *service to clientele* and *organizational democracy* attitudes tended to be the result of attitudes held for *politicized merit system* and *pluralistic polity*. In general, the professionally enthusiastic managers held less negative attitudes toward the merit system and more positive attitudes toward pluralistic polity, service to clientele and organizational democracy values than did professionalism *rejectors*.

Conclusions

Overall, training and age were found to impact reported levels of *political acuity*, but not *professionalism*. Reported levels of *political acuity* impacted attitudes toward the merit system and services to clientele, while professionalism level impacted all four service value attitudes.

The data suggests that as *political acuity* increases it tends to cause increases in *professionalism*, even though these traits were found to be statistically independent. In turn, levels of *political acuity* and *professionalism* tend to positively impact the four service value areas. There is a good likelihood that much of *professional socialization* results from aging and experience from formal training, and the work and political environments.

Some Recommendations for Future Research

The data tend to support the conceptual model for professional socialization. Two socialization traits (*i.e., political acuity and professionalism*) were identified and quantified and, in turn, generally support the conceptual model, although not conclusively. Some confounding test results lead to the belief that either the measures used were not of the highest possible quality and/or yet to be identified and measured traits exist. In any case, additional study is therefore needed to refine the conceptual model through more controlled research studies.

The training measure used in this study represented only a one week general management workshop. Study needs to be made comparing individuals that have MPA degrees and/or have completed a certified management training program would provide an important extension to what has been done.

Finally, this study only involved Kentucky state public administrators. Similar national studies need to be conducted to determine if conditions found to exist in Kentucky are similar among the other states with comparable populations of public administrators.

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APPENDICIES

APPENDIX A: PUBLIC MANAGER QUESTIONNAIRE

All responses are strictly confidential. Your participation in this survey is voluntary. If you come to any question which you do not want to answer, please skip it and go on to the next question.

What you say in this questionnaire is confidential. There is no need to sign your name.

SECTION I Management Knowledge and Skills

1. To what extent do you feel knowledge of the following fields is necessary and important in your present job? *(Please circle the appropriate number)*

	Some Extent		No Extent
a. Statistics and Research Methods	1	2	3 4
b. Policy/Program Analysis	1	2	3 4
c. Personnel Management	1	2	3 4
d. Management Information Systems	1	2	3 4
e. Budgetary Operations	1	2	3 4
f. Public Relations	1	2	3 4
g. Administrative Law	1	2	3 4

2. The following lists some management topics that relate to workshops offered now or planned at GSC. Please indicate if you feel training in these areas would contribute to your growth as a public manager. *(Please circle the appropriate number)*

	Some Extent		No Extent
a. Understanding Conflict	1	2	3 4
b. Problem Solving and Decision Making	1	2	3 4
c. Discipline	1	2	3 4
d. Equal Employment Opportunity	1	2	3 4
e. Financial Management and Planning	1	2	3 4
f. Computers	1	2	3 4
g. Managing Work Relationships	1	2	3 4
h. Managing under the Merit System	1	2	3 4
i. Motivation	1	2	3 4
j. Performance Management	1	2	3 4
k. Strategic Planning	1	2	3 4

3. As a state public administrator, how important do you believe it is to keep in touch with the following? *(Please circle the appropriate number)*

	Somewhat Important	
a. Election voting patterns	1	2 3
b. Legislative candidates and their views	1	2 3
c. Economic issues	1	2 3
d. Positions of interests groups on policy issues	1	2 3
e. Specific policy issues e.g., educational, economic development, environmental	1	2 3
f. Federal government grant programs	1	2 3

4. Currently Management training programs for Public Managers typically include a number of specific objectives. Listed below are some of these objectives. In your opinion, please indicate how *relevant* those objectives are to the work of public managers. *(Please circle the appropriate number)*

	Somewhat Relevant		Not Relevant
a. To enhance appreciation of self and others	1	2	3 4
b. To examine the use of managerial time	1	2	3 4
c. To increase insight into managerial behavior and its effect on others	1	2	3 4
d. To identify the need for employee, manager and organization development	1	2	3 4
e. To increase understanding of leadership styles	1	2	3 4
f. To examine communication concepts relative to leadership effectiveness	1	2	3 4
g. To understand the value of group decision making/consensus	1	2	3 4
h. To understand the need for objectives	1	2	3 4
i. To discuss ethical standards related to management practices	1	2	3 4
j. To analyze factors that contribute to a climate for self motivation	1	2	3 4
k. To develop approaches to integrating career and life strategies	1	2	3 4
l. Other Objectives (specify)			
_____	1	2	3 4
_____	1	2	3 4

5. Does your supervisor generally encourage training/education for employees? *(Please circle the appropriate response)*

Often Sometimes Never

6. Are people you work with enthusiastic about training/education? *(Please circle the appropriate response)*

Most of Them Some of Them A Few

7. Here are some statements that have been made about public managers as professionals. Please indicate the extent to which you agree or disagree with each of these statements (Please circle the appropriate number).

	Agree Somewhat		Strongly Disagree
a. Public Managers need college degrees, related to their work to be effective	1	2	3 4
b. Public managers, irrespective of their other educational background, need training and education in public administration.	1	2	3 4
c. Public Managers should be familiar with the current developments in public administration	1	2	3 4
d. Public Managers should belong to one or more professional organizations that are concerned with public administration	1	2	3 4

8. The following lists some *skills topics* that relate to workshops offered now or planned at GSC. Please indicate the *extent* you feel training in these areas would contribute to your growth as a public manager. *(Please circle the appropriate number)*

	Some Extent		No Extent
a. Assertiveness	1	2	3 4
b. Effective Teams	1	2	3 4
c. Business English	1	2	3 4
d. Stress Management	1	2	3 4
e. Presentation Skills	1	2	3 4
f. Professional Image	1	2	3 4
g. Writing Effective Reports and Proposals	1	2	3 4
h. Reading Smarter	1	2	3 4
i. Train-the-Trainer	1	2	3 4
j. Writing Better Letters and Memos	1	2	3 4

SECTION II Management Awareness Workshop Experience

If you have not completed the *Management Awareness Workshop* Training Program at the Governmental Services Center, Skip to Section III on page 4.

9. Did your supervisor encourage you to take this training? ___ YES ___ NO

10. In which year did you complete this training program?_____

11. To what extent do you believe *your participation* in the Management Awareness program at GSC addressed each of the following objectives.
(Please circle the appropriate number)

	Some Extent			No Extent
a. To enhance appreciation of self and others	1	2	3	4
b. To examine the use of managerial time	1	2	3	4
c. To increase insight into managerial behavior and its effect on others	1	2	3	4
d. To identify the need for employee, manager and organization development	1	2	3	4
e. To increase understanding of leadership styles	1	2	3	4
f. To examine communication concepts relative to leadership effectiveness	1	2	3	4
g. To understand the value of group decision making/consensus	1	2	3	4
h. To understand the need for objectives	1	2	3	4
i. To discuss ethical standards related to management practices	1	2	3	4
j. To analyze factors that contribute to a climate for self motivation	1	2	3	4
k. To develop approaches to integrating career and life strategies	1	2	3	4
l. Other Objectives (specify)	1	2	3	4
_____	1	2	3	4
_____	1	2	3	4

12. Please indicate how often you have utilized what you learned during this training program? *please check one*

___ Very Often
___ Moderately Often
___ Not Often
___ Never

13. As a supervisor, what are you now doing or not doing since your participation in the program?

_____
_____
_____
_____
_____
_____ Use back if needed

14. Please indicate how useful have been the reading and reference material that you received during the workshop? *please check one*

___ Very Useful
___ Moderately Useful
___ A Little Useful
___ Not Useful

15. How valuable do you feel the program has been in increasing your effectiveness? *please check one*

___ Very Valuable
___ Moderately Valuable
___ A Little Valuable
___ Not Valuable

16. From a management point of view, what additional materials methods or approaches *would you introduce to the management awareness workshop?*

_____
_____
_____
_____
_____
_____ Use back if needed

Section III Professional Activities

17. Do you belong to professional associations/societies that are related to your job?

If so, please check below:

International Personnel Management Association (IPMA) ___

American Society of Public Administration (ASPA) ___

American Psychological Association (APA) ___

National Association of Social Workers (NASW) ___

American Society of Training Directors (ASTD) ___

Other Please list below

_____

_____

_____

_____

None ___

18. Do you regularly read/subscribe to job related, professional journals/publications?

If so, please check below:

Public Administration Times ___

Public Personnel Management ___

Training and Development Journal ___

Social Work ___

Other Please list below

_____

_____

_____

_____

None ___

19. In the past two years have you participated in professionally-related seminars/conferences?

If so, please list below:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ **Use back if needed**

20. In the past year have you undertaken any of these discretionary education/training activities? *If so please check.*

- **Attended GSC workshops** ___
- **Enrolled in a degree program** ___
- **Enrolled in college/university courses as a non-degree student** ___
- **Attended agency-sponsered optional training** ___
- **Enrolled in the KCM program** ___
- **None of the above** ___
- **Attended agency-sponsored external training (If so, please list below):** ___

_____

_____

_____

_____

_____

_____

_____

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_____

_____

_____

_____

_____

_____

_____ **Use back if needed**

Section IV Views on Public Service

21. Here are some statements that have been made about the workings of government agencies in the U.S. Please indicate the extent to which you agree or disagree with each of these *(Please circle the appropriate number).*

			Agree Somewhat		Strongly Disagree
a. Government agencies should provide high quality services to their clients.	1	2	3	4	5
b. Clients of government agencies are not satisfied with the services provided.	1	2	3	4	5
c. Government agencies should provide equal treatment to minorities and women.	1	2	3	4	5
d. Political pull is important in whether a government agency will help a private citizen.	1	2	3	4	5
e. Democratic principles cannot be applied in dealing with the employees of government agencies.	1	2	3	4	5
f. Government agency officials should care about public opinion concerning their agency.	1	2	3	4	5
g. Citizens are not knowledgeable about the complexity of decision making in government agencies.	1	2	3	4	5
h. Government agency officials should be responsive to the legitimate requests of elected officials about problems of their constituents.	1	2	3	4	5
i. The merit system in public service is outweighed by political pull in influencing merit appointments.	1	2	3	4	5

Section V Demographics

Information in this section will be used to categorize managers in a variety of ways so that similarities and differences in job content or context can be analyzed. *(Please circle the appropriate letter, or enter the requested information for each item)*

22. Number of employees you directly supervise; only those employees immediately beneath you on the organizational chart. Do not include employees you indirectly supervise.

a. Less than 3
b. 3 - 5
c. 6 - 9
d. 10 - 14
e. More than 15
f. Other (specify) _____

23. How large are the organizational structure(s) you are held responsible for? (Consider both employees directly supervised and indirectly supervised through subordinate managers.) *Circle only one*

a. 1 - 10 employees
b. 11 - 50 employees
c. 51 - 200 employees
d. 201 - 500 employees
e. Over 500 employees

24. Which of the following describes best the work unit(s) you are held responsible for? *Circle only one*

a. Data/paper oriented
b. People/service oriented
c. Machine/production oriented

25. Which of the following categories best describes the jobs you are held responsible for? *Circle only one*

a. Administrative, professional, technical
b. Clerical, office machine, administrative support
c. Supervisory, managerial
d. Service, maintenance, agricultural, construction
e. Law enforcement, investigative, protective

26. What is the highest level of your education?

Check those appropriate level

___ High School or less
___ Some College
___ BA or BS
___ MA or MS
___ MPA
___ MBA
___ Other Masters _____
___ PhD
___ Other Doctorate_____
___ Engineering
___ JD or LLB
___ MD
___ DDS or DMD
___ Other Professional Degree_____

Please indicate any other earned degree:

_____
_____

27. What specific college level degree, and/or course work or training have you had in Public Administration?

___ MPA _____
___ Other Degree (*specify*) _____
___ Courses (*specify*)_____
_____
___ None

28. Date of Birth_____/_____/_____
Month Day Year

29. Gender _____/_____
Male Female

30. Ethnic Origin *Check one*

___ White (Not of Hispanic Origin)
___ Black (Not of Hispanic Origin)
___ Hispanic
___ Native American
___ Asian or Pacific Islander
___ Other (*Please specify*)_____

31. Number of years with State Government_____

32. Date of last promotion in State Government?

_____/_____/_____
Month Day Year

33. Date of last position change in State Government?

_____/_____/_____
Month Day Year

If you have not changed positions during your employment with state government skip to Item 37.

34. Was this change a promotion? _____/_____
Yes No

35. Did you change agencies? _____/_____
Yes No

36. Did your Supervisory functions change?

_____/_____
Yes No

37. What is your present salary grade level?

_____

Section VI Suggestions For Training Improvements

38. Would you like to say anything else about how the training program offered by the Governmental Services Center could be restructured to help the professional growth of public managers in Kentucky?

_____
_____
_____
_____
_____
_____
_____Use back if needed

The Governmental Services Center wishes to thank you again for taking enough of your time to complete this questionnaire. The information obtained from this study will enable us to continue providing training of the highest quality.

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Daily Schedule

Monday

Objective: To enhance the participants' appreciation of the need to better understand themselves and others.

TIME	SUBJECT
8:45 - 9:00	Registration & Coffee
9:00 - 10:00	Introductions & Program Orientation
10:00 - 10:45	Effective People Management
10:45 - 11:00	Break
11:00 - 12:00	Establishing Group identity: "Who are We" Exercise
12:00 - 1:00	LUNCH
1:00 - 2:30	Conflict Management: Performax Personal Profile System
2:30 - 2:45	Break
2:45 - 4:30	Performax Personal Profile System Continued
4:30	Adjourn

Preparation for Tuesday

Complete:

1. Development Quiz for Managers
2. A Test for Professional Competence

Read:

1. "The Management Process in 3-D," R. Alec MacKenzie, Harvard Business Review, November-December 1969.
2. "Management Time: Who's Got the Monkey?," Harvard Business Review, November-December 1974.
3. "Managing Your Boss," John J. Gabbaro & John P. Kotter, Harvard Business Review, January-February 1980.

Review:

1. "The case of the Stifled Career"

Daily Schedule

Tuesday

Objective: To critically examine managerial time use and to identify improvement areas.

TIME	SUBJECT
8:30 - 10:00	Work and Roles of the Manager
10:00 - 10:15	Break
10:15 - 12:00	Work and Roles of the Manager Continued
12:00 - 1:00	LUNCH
1:00 - 2:15	Manager Behavior Inventory
2:15 - 2:30	Break
2:30 - 4:30	Managing Career Development
4:30	Adjourn

Preparation for Wednesday

Complete:

1. Managerial Style Profile -- Self Perception

Read:

1. "How to Choose a Leadership Pattern," Robert Tannenbaum & Warren Schmidt, Harvard Business Review, May-June 1973.

Review:

1. "The Ill-informed Walrus"

Daily Schedule

Wednesday

Objectives: (A) To increase participants' understanding of Situational Leadership Theory and to provide feedback about their own leadership styles.

(B) To examine communication concepts and their relationship to leadership effectiveness.

TIME	SUBJECT
8:30 - 10:00	Situational Leadership Theory
10:00 - 10:15	Break
10:15 - 12:00	Situational Leadership Theory Continued
12:00 - 1:00	LUNCH
1:00 - 2:30	Communication
2:30 - 2:45	Break
2:45 - 4:30	Ethics in Management: Crisis in Communication Continued
4:30	Adjourn

Preparation for Thursday

Complete:

1. Form for Crisis in Conscience at Quasar exercise (attached to article).

Read:

1. "What Results Should Expect? A User's Guide to MBO," Peter F. Drucker, Public Administration Review, January-February 1976.
2. "Management by Objectives: Some Principles for Making it Work," Edward C. Schleh, Management Review.
3. "Crisis in Conscience at Quasar," John J. Fendrock, Harvard Business Review, March-April 1968.

Daily Schedule

Thursday

Objectives: (A) To understand the value of group decision making and to practice making decisions individually and by consensus.

(B) To discuss the need for objectives and performance appraisal systems as they relate to managerial control.

(C) To discuss management ethical standards of conduct.

TIME	SUBJECT
8:30 - 11:00	Management Process: The Decision Dilemma
11:00 - 11:15	Break
11:15 - 12:00	Managerial Planning and Control: The Role of Objectives and Performance Review
12:00 - 1:00	LUNCH
1:00 - 2:15	Managerial Planning and Control: The Role of Objectives and Performance Review Continued
2:15 - 2:30	Break
2:30 - 4:30	Ethics in Management: Crisis in Conscience at Quasar
4:30	Adjourn

Preparation for Friday

Complete:

1. Life Values or Goals

Read:

1. "Pygmalion in Management," J. Sterling Livingston, Harvard Business Review, July-August, 1969.
2. "One More Time: How Do You Motivate employees?," Frederick Herzberg, Harvard Business Review, January-February, 1968

Daily Schedule

Friday

Objectives: (A) To analyze the factors that contribute to a favorable climate for employee self-motivation.

(B) To develop approaches to integrating career and life strategies.

TIME	SUBJECT
8:30 - 10:15	Motivation
10:15 - 10:30	Break
10:30 - 12:00	Developing Career and Life Strategies
12:00 - 1:30	MANAGEMENT ROUNDTABLE LUNCHEON
1:00 - 2:15	Managerial Planning and Control: The Role of Objectives and Performance Review Continued
1:30 - 2:00	WRAP-UP AND EVALUATION
2:30 - 4:30	Ethics in Management: Crisis in
2:00	Adjourn

HORIZONS

NEWS FROM THE GOVERNMENTAL SERVICES CENTER
AT KENTUCKY STATE UNIVERSITY

JANUARY 1990
Vol. 6 No. 1

NOTES FROM THE EXECUTIVE DIRECTOR

It is gratifying to see the Kentucky Career Manager Program achieve national recognition and Certified Public Manager (CPM) status. Program development began in 1981. As a state, as an agency, and as employees we may feel proud. Contributions to this program came from several sources.

Among the states that award the CPM certificate, Kentucky's program has two unique features --its workshops are offered in modular units, and its participants can attend workshops at variously scheduled times. In the approval process, these two flexibilities in design and scheduling were cited as particularly noteworthy and valuable.

Presently several other states are developing CPM programs and are looking at the Kentucky Career Manager program as a model to follow. They have particularly noted that ours seeks to maintain relevance to practical day-to-day operations and employee needs.

These program features directly reflect input and feedback from workshop participants over the years--from workshop written evaluations, agency training liaisons, training needs surveys, and simply conversations about how to deliver training. If Kentucky has arrived at a training program that other states want to learn from, it is because many have contributed.

We can all share in the pride.

Kentucky Receives National Recognition

Kentucky Career Manager candidates will be pleased to know that they are now part of a nationally-recognized certification program. The Executive Committee of the Certified Public Managers (CPM) Consortium has reviewed and voted to grant accreditation to the KCM plan. In the next month, the chairman of the Consortium will notify Governor Wilkinson of Kentucky's official status as an accredited state in the CPM Consortium.

In a letter recommending accreditation, Sam Breen, Director of the Louisiana CPM Program, said that the review panel was "thoroughly impressed with the quality of [Kentucky's] course offerings as well as the commitment of staff and students." The review involved extensive examination of program documents and interviews with various candidates.

The CPM Consortium is an association of governmental jurisdictions which recognizes that systematic training programs are essential in maintaining and improving the effectiveness and professionalism of government managers. Currently, the Commonwealth of Kentucky is one of only 10 states accredited to award the CPM designation as recognition for significant educational development and

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-- Workshop Spotlight

OPEN ENROLLMENT FOR KENTUCKY CAREER MANAGER PROGRAM

The Governmental Services Center will accept applications to the Kentucky Career Manager certification plan from April 1 through June 30, 1990. KCM is the state's nationally-recognized program of study for candidates working together towards recognition as a Certified Public

Continued on page 4

BOOKSHELF

Leadership Secrets of Attila the Hun, by Wess Roberts; Warner Books, 1987.

Attila the Hun is an unlikely character on whom to base a metaphor for effective and successful leadership from the man who centuries ago shaped an aimless collection of mercenary tribal nomads into the undisputed rulers of the ancient world. Combining tongue-in-cheek humor with time-tested leadership principles, Roberts' book is a readable and creative presentation of common sense leadership fundamentals.

In chapters with intriguing titles such as "The Lust for Leadership : You've Got to Want to Be in Charge," "Attila and the Pope: The Art of Negotiation," and "Booty: Rewarding Your Huns," Roberts provides vignettes based on historical accounts of Attila's life followed by Attila's own "observations" on a variety of leadership topics. These aphorisms "spoken" by Attila have no historical authenticity, of course, but represent the author's experiences, research, and observations about successful leadership.

Roberts concludes his thoughts and recommendations on leadership by offering "Attilaisms" on themes such as character, courage, decision making, and personal achievement. His "Attilaisms" provide no new revelations about effectively leading people, but do provide a unique summary of leadership principles.

GSC WELCOMES NEW TRAINERS

The Center has recently welcomed four new trainers to our staff.

Carla Collins joined the Computer Services staff in September 1989. Prior to coming to the Center, Carla worked two years for the Labor Cabinet. A Kentucky State University honors graduate, Carla received her bachelor's degree in May 1988 in Computer Science.

Another new face to the computer classroom is Deann Femster. Deann's background includes both private and public sector work. She has a total of ten years of state government experience, which includes employment by the Transportation Cabinet and the Finance Cabinet. She was also previously employed by Kentucky State University for seven years.

Gail Duckworth Prewitt joined the center in June 1989. Gail's previous work experience includes serving as training officer for the Kentucky Department for Surface Mine Reclamation, teaching fellow at the University of Kentucky, advisor for the Department of Telecommunication at Indiana University, and aide to California Congressman John Burton. Gail has a degree in English and Psychology from the University of Kentucky. She is conducting training programs for the Management and Employee Development Branch.

Cynthia Cummins Rice graduated from Kentucky State University in 1989 and is currently working on her Masters in Public Affairs. Cindy joined the Center in August 1989 as a trainer in the Computer Services Branch.

THE DIFFERENCES BETWEEN DISK OPERATING SYSTEM (DOS) AND INTRO TO COMPUTERS

To clarify any confusion, the purpose of the Disk Operating System (DOS) workshop is to help those who may have been using a computer but have little knowledge of the housekeeping functions of the personal computer. Participants learn how to format a disk or diskette, look at the directory of a disk or diskette, copy files, erase files, and perform other functions on the file of a disk or diskette. Also, participants learn how to create and manipulate directories and subdirectories on a hard disk.

The purpose of the Introduction to Computers (Intro) workshop is to introduce the computer to people with little or no knowledge of personal computers. The first day of Intro is the same as the DOS workshop. However, the second day of Intro is a series of exercises to introduce topics such as BASIC programming language, Lotus 1-2-3 spreadsheet, Office Writer word processing, and dBASE III Plus data manager in order to provide an overview of the possible uses of the personal computer.

Participants are encouraged to enroll in the appropriate workshop for applications used at their worksite.

Each workshop is a good prerequisite to other computer workshops offered by the Center. If you would like help deciding which workshop will best suit your needs, call the Center's Computer Services Branch at 502-564-8170.

STUDENT THESIS HAS PRACTICAL VALUE

Work is continuing on the National Science Foundation-sponsored study focusing on the effectiveness of state-sponsored training. The project is being conducted by Governmental Services Center and the School of Public Affairs (SPA) at Kentucky State University. It involves analysis of survey data from more than 1,400 Kentucky state employees.

The most recent set of findings has been presented in a master's thesis by Sergio F. Valencia, a graduate student at SPA. Using the project data, Valencia has found considerable evidence of Professor Henry Mintzberg's theory of managerial work in employees' responses to questions about training and its usefulness. The theory states that manager's work involves three types of tasks--interpersonal, informational, and decisional.

The practical value of Valencia's work is twofold: provides assistance in the design of training programs to ensure that they address the tasks managers perform and suggests criteria for assessing the adequacy of training programs.

It is clear that GSC's training program stands to benefit from Valencia's careful work.

TIPS TIPS TIPS TIPS TIPS TIPS TIPS

DECIDE WHAT YOU WANT!

On January 1, a time-honored tradition becomes the focus of our lives: setting New Year's resolutions! Instead of thinking in terms of resolutions or goals, it might be more useful to think in terms of a "Wants Inventory."

This process involves asking yourself questions like the following:

1. What do I want more of?
2. What do I want less of?
3. What do I want to accomplish in my lifetime?
4. What do I want my lifestyle to be?
5. What do I want my work life to be ?
   - What salary do I want?
   - Where do I want to be working? etc.
6. What do I want my personal life to be like in five years?
   - Where do I want to live?
   - What do I want in terms of family/friends?
   - What do I want to look like?

Ask yourself these questions in time frames of six months, one year and five years.

When desired circumstances seem to recede further into the future because current activities aren't contributing toward achieving them, it's time to take a "Wants Inventory."

--Condensed from **The Pryor Report**, July, 1987

National Recognition
Continued from page 1

achievement by professional public managers. The other CPM states are Alabama, Arizona, Florida, Georgia, Louisiana, New Jersey, North Carolina, Oklahoma, and Utah.

Kentucky will be represented on the CPM Executive Committee by Gene W. Childress, Executive Director of GSC and Sharon G. Marcum, KCM Program Manager.

TO TRAIN OR NOT TO TRAIN?

When emergency situations occur and only essential personnel are to report to their work stations, GSC policy is to cancel scheduled training.

If employees are directed to report to work on any staggered schedule, training workshops will begin at their regularly scheduled times.

When in doubt, call Governmental Services Center at 502-564-8170.

CARTOON

NEW INDEXES AT STATE LIBRARY

The State Library has recently added four new indexes that will greatly facilitate periodical research. All new indexes are Infotrac Systems--they allow a patron to type in a subject on a computer keyboard, obtain a list of articles on that subject, and print that bibliography. All indexes are updated monthly.

The Academic Library Edition of General Periodicals Index provides access to articles in the areas of economics and management, general and social sciences, current events, education, consumer information, and arts and humanities.

National Newspaper Index complements other indexes and includes articles in major newspapers, including the New York Times, The Wall Street Journal, Christian Science Monitor, and the Los Angeles Times.

Government Publications Index may be the most exciting new acquisition. It provides indexing to federal government documents from 1976 to 1989.

The last new index is Health Index, which covers such topics as medicine, public health, nutrition, diseases, and occupational health and safety.

Stop by the State Library and get acquainted with the new indexes. The Library is located at 300 Coffee Tree Road, just off the East-West Connector in Frankfort. Library hours are 8 a.m. to 4:30 p.m., Monday through Friday.

KSU NEWS

Spring Semester Registration

January 2 - 5	Off-campus Registration	
January 2	Scott County	5:00 - 6:00 p.m.
January 3	Capitol Annex	11:30 a.m. - 1:00 p.m.
	Owen County	5:00 - 6:00 p.m.
	Henry County	6:45 - 7:45 p.m.
January 4	Capital Plaza Tower	11:30 a.m. - 1:00 p.m.
	Anderson County	5:00 - 6:00 p.m.
	Shelby County	6:45 - 7:45 p.m.
January 5	Senior Citizen Center	11:00 - 11:45 a.m.
	Boone National Guard	12:15 - 1:00 p.m.
	Owen County	2:00 - 3:00 p.m.
January 8 - 10	On-Campus Registration	
January 8	Registration Hours	8:30 a.m. - 4:30 p.m.
January 9	Registration hours	8:30 a.m. - 7:00 p.m.
January 10	Registration hours	8:30 a.m. - 7:00 p.m.
January 11	CLASSES BEGIN	

Open Enrollment
Continued from page 1

Manager. To become a candidate, employees must complete an application and be recommended for acceptance by their agencies.

Applications are available from your cabinet liaison or from the Center. Please do not send your applications to GSC before April 1. For further information about KCM or the application process, call Sharon Koontz at 502- 564-8170.

CENTER OF EXCELLENCE FOR QUALITY EVENTS

The Center of Excellence for Quality at Kentucky State University promotes discussion and sharing of ideas concerning quality in the workplace. Two recent events have generated considerable interest.

On October 26 a public forum at KSU focused on the topic "Quality in the Workplace ... How do you start?" Several industry leaders explained their practice programs in the day long session. On November 28 the forum's topic was "The Quality of Education in Kentucky ... Where to Now?" Several speakers addressed the educational governance, curriculum, and funding issues from a quality standpoint.

The Center publishes a newsletter, Quality News. Requests for copies should be addressed to Kentucky State University, CEQ, 101 Hume Hall, Frankfort, Kentucky 40601-9957 or call 502-227-6834.

The surest way to knock the chip off a person's shoulder is by patting him on the back.

KCM NOTES

Personnel Changes

Sharon Koontz is the new KCM administrator for records, projects, and tests. She replaces Melissa Spenneberg who has returned to full-time computer training.

In addition, Sharon Marcum has replaced Virginia Denny as the program manager. Virginia has taken on the full-time job of mother to her new daughter, Katherine Elizabeth. We know you join us in wishing all the best to Virginia and Kate.

Open Test Dates

February 23, 1990
March 23, 1990

To register for a test or to receive other KCM assistance, call Sharon Koontz at 502-564-8170.

CARTOON

Management Development Workshops are open to all management personnel and KCM candidates. Computer workshops are open to all personnel. Some General Development Workshops are open only to secretaries. The remainder are open to all employees. Workshops are located in Frankfort unless otherwise indicated.

**********TO REGISTER FOR A WORKSHOP, CALL YOUR AGENCY LIAISON **********

AGENCY LIAISONS

Agriculture	Alisa Edwards	502/564-6676	Justice	Jane Driskell	502/564-7712
Attorney General	Charlesmarie Maxberry	502/564-7600	Dept. Trng. (EKU)	Janice Brown	606/622-6165
			State Police	Mary Jo Sullivan	502/695-6372
Auditor	Cindy Skinner	502/564-7494	KET	Ray Sullivan	606/233-3000
Corrections	Gail L. Keith	502/426-0454	Labor	Pat Bales	502/564-3075
Council on Higher Ed.	Elaine Barton	502/564-3745	Library & Archives	Lori Franklin	502/875-7000
Council on Higher Ed. Assistance Auth.	Londa Wolanin	502/564-3510	Local Government	Teresa Sorg	502/564-2382
			LRC	Tom Hampton	502/564-8100
Council of St. Govts.	Sheila Thompson	606/231-1815	Military Affairs	Bessie Smith	502/564-8532
Dept. for Blind	Denise Placido	502/564-4754	Nat. Resources	Vivian Mack	502/564-2042
Economic Dev.	Lola Eddins	502/564-5337	Parks	Doris Bibb	502/564-4815
Education	Kathy Carter	502/564-6916	Personnel	Cathy Murphy	502/564-7742
Energy	Kim Lynn	606/252-5535	Public Protection	Carolyn Robinson	502/564-4850
Finance & Admin.	Linda Bailey	502/564-7235	Revenue	Donna Roberts	502/564-3618
Govt. Services Ctr.	Gena Cecil	502/564-8170	Tourism	Marilyn Vance	502/564-6860
	Mary Jean Reece	502/564-8170	Fish & Wildlife	Judy Hayden or Brenda Wilson	502/564-3400
Human Resources	Jack Williams or Cindy Watts	502/564-3106	State Fair Board	Barbara Whitley	502/366-9592
Human Rights	Sam Floyd	502/564-3550	Transportation	Eric Evans	502/564-6927

GOVERNMENTAL SERVICES CENTER WORKSHOPS

JANUARY

8	Coping With Stress
8-9	Intro to Computers
9	How To Manage Your Time
10	Disk Operating System
10-11	Creative Problem Solving/Decision Making
10-11	Intro to Computers
11-12	Intro to Computers
12	Disk Operating System
16-17	Building Assertiveness Skills
16-17	Intro to Computers
16-17	Intro to dBASE III
17	Disk Operating System*
18-19	Business English for Secretaries (Jenny Wiley)
18-19	Intro to dBASE III
18-19	Techniques for Reading Smarter
22-23	Intro to Computers
22-23	Intro to Spreadsheets
22-26	New Managers Workshop
24	Disk Operating System
24	Disk Operating System*
24-26	BASIC I
25-26	Intro to dBASE III
29-30	Intro to Programming in dBASE III
29-30	Intro to Computers
31	Disk Operating Sytem
31-1	Intro to Computers

FEBRUARY

1	Coping With Stress (Madisonville)
1	Understanding Conflict
5-9	Management Awareness Workshop
5	Professional Image
5-6	Intro to Programming in dBASE III
6-7	Improving Interpersonal Communication (Louisville)
7-8	The Professional Secretary
7-9	Word Processing--Office Writer
8-9	Intro to Spreadsheets
12	How To Manage Your Time
12-13	Intro to Computers
12-14	Symphony I*
13-14	Techniques in Report Writing
13-14	Managing Relationships at Work (Kentucky Dam Village)
14	Disk Operating System
15	Current English Usage
15-16	Intro to dBASE III
15-16	Writing Better Letters and Memos (Louisville)
20-21	Intro to Computers
21-22	Discipline/Disciplinary Action
21-22	The Professional Employee (Covington)
22-23	Intro to Programming in dBASE III
22-23	Intro to Computers
26-27	Improving Interpersonal Communication
26	Writing Effective Proposals
26-27	Intro to Spreadsheets
26-28	Lotus 1-2-3
26-28	Word Processing--Display Write 4
27	How to Manage Your Time (Covington)

MARCH

1	Creating a Motivational Climate
1-2	Managing Organizational Change
1-2	Creative Problem Solving/Decision Making (Louisville)
5	Professional Image (Kentucky Dam Village)
5	Disk Operating System
5-6	Intro to Computers
5-7	Symphony II*
6-7	Intro to Computers
6	Improving Secretarial Skills
7-9	BASIC I
7-9	Symphony I*
8-9	Intro to dBASE III
12	Coping With Stress
12-13	Intro to Computers
12-13	Intro to dBASE III
12-13	Business English for Secretaries
13-15	Train the Trainer
14	Disk Operating System
14-15	Intro to Spreadsheets
14-15	Writing Better Letters and Memos
15-16	Intro to dBASE III
16	Disk Operating System
19-21	Symphony II*
19-20	Intro to Spreadsheets
19-20	Intro to Computers
19-23	Organizational Leadership Workshop
20-21	Business English for Secretaries (Bowling Green)
21	Disk Operating System
21-22	Writing Better Letters and Memos (Owensboro)
21-22	BASIC III
21-23	Symphony I*
22-23	Intro to dBASE III
26	Disk Operating System
26	EEO and You
26	Managing Under the Merit System
27-28	Managing Relationships at Work
27-28	Intro to Computers
29-30	Intro to Computers
29-30	Intro to dBASE III

SPECIAL REQUESTS DO NOT APPEAR ON THIS SCHEDULE.

***DIS Branch Office, 663 Teton Trail, Classroom C**